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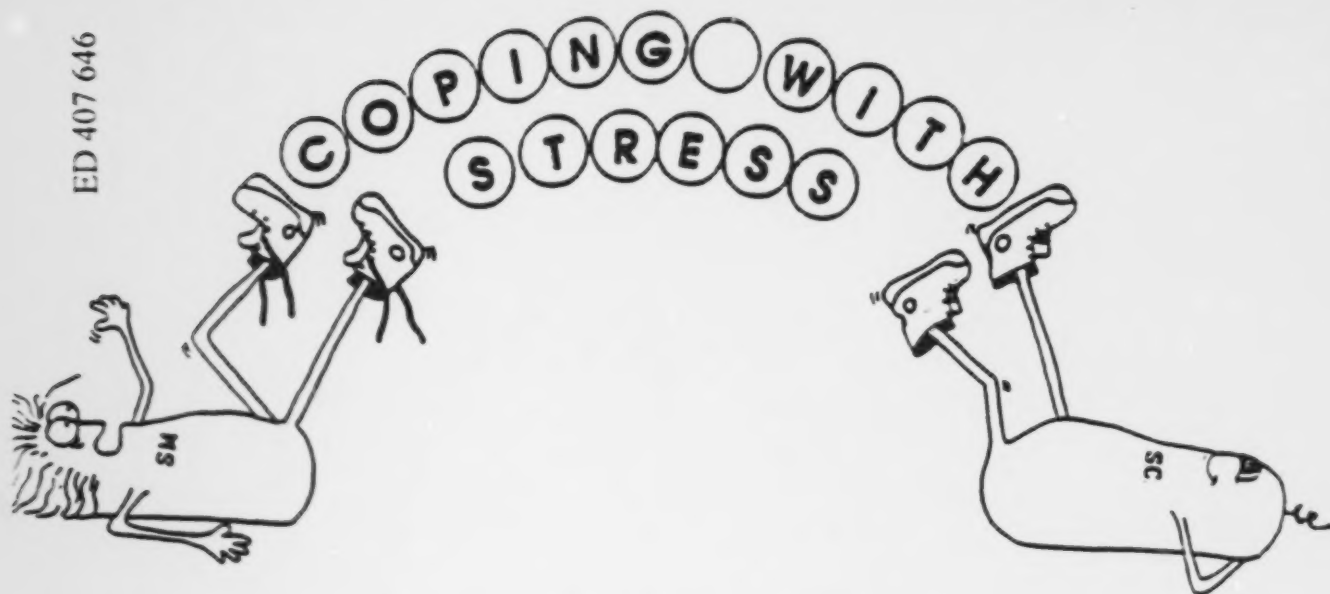
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ABSTRACT

Everyone experiences stress; there is no escaping it. This manual is concerned with teaching young people various positive coping skills to help them handle stress in their lives. It is designed to help professionals such as teachers, nurses, school counselors, and youth recreational leaders teach students lessons on stress management. It is expected that the student will learn to recognize stress and handle it in a positive way through self-understanding. Some physical stress-reduction techniques, such as yoga, massage, pressure points, and biofeedback are introduced. The activities and exercises are designed to be experienced in group settings, although some exercises are intended to be completed individually. The stress management curriculum is presented in 20 lessons. A resources section contains lists of 42 print references, 7 tapes, 5 visual aids, and 11 albums and tapes. An order form is included for products of the wholistic Stress Control Institute. (SLD)

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STRESS EDUCATION CURRICULUM

GRADES 6 - 12

MIDDLE AND HIGH SCHOOL LEVELS

A STRESS CONTROL PROGRAM FOR YOUTH

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Fourth Edition

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DEDICATION

This booklet is dedicated to all the beautiful young people in the world who are sometimes faced with stressful situations. May this book give you the understanding, knowledge, and awareness of healthier lifestyles which will enable you to become the great person that you already are.

A special dedication to the late Mr. Harrison Johnson, Principal of Beavers Thomas Elementary School from 1978 to 1984. Mr. Johnson fully supported the implementation of this new project at this school.

Special Acknowledgements:

To The Creator

Ms. Charlene Boykins
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TABLE OF CONTENTS

Introduction	
Rationale, Purpose and Objectives	1
Plain Talk About Stress	5
Lesson #1 Understanding Stress	7
Lesson #2 Good and Bad Stress.	11
Lesson #3 Signs of Stress.	14
Lesson #4 Identification and Causes of Stress	19
Lesson #5 Ways to Control Stress	23
Lesson #6 Relaxation Techniques for Stress	24
Lesson #7 Visualization and Guided Fantasy	27
Lesson #8 Feelings and Anger Control	31
Lesson #9 Positive Communication	35
Lesson #10 Problem Solving	38
Lesson #11 Conflict Resolution	40
Lesson #12 Physical Exercises	43
Lesson #13 Nutrition and Stress	47
Lesson #14 Goal Setting and Time Management	50
Lesson #15 Self-Talk and Affirmation	52
Lesson #16 Thoughts and Stress	55
Lesson #17 Self-Concept and Stress	58
Lesson #18 Support Persons	60
Lesson #19 Biofeedback	61
Lesson #20 Stress Control and Evaluation	63
Resource Information	63

Background

My work with stress and children started back in 1981 when I was hired to be part of a special mental health team to address the psychological after-effects caused by the tragedy of the Atlanta Missing and Murdered Children/Youth Crisis. What I discovered was the lack of resources and materials available for children and youth on the topic of stress. Since that time, the majority of my career has been dedicated to providing information, educational resources, workshops, and training for children, youth and adults in the area of stress control.

In 1984, I wrote a proposal and received a federal grant to develop a prevention program that would reduce stress for students, parents, teachers, and administrators in the Fulton County School System. This program was called Project Stress Control and was located at Beavers Thomas Elementary School, College Park, Georgia. The project was sponsored by the National Council of Negro Women, Inc., Atlanta, Georgia. The grant was received from the Georgia Department of Community Affairs and the Governor's Advisory Council on Delinquency Prevention.

Project Stress Control was very successful in reducing suspension rates and office referrals for disruptive behavior, and in increasing academic performance and parent participation. This curriculum is an outgrowth of the project which taught wholistic techniques such as relaxation, deep breathing, massage, biofeedback, acupressure, affirmations, communication skills, nutrition, and yoga exercises for stress reduction.

It is my sincere goal to educate young people on the effects of stress on the human body and the various positive ways for coping with stress in their daily lives. I believe that this would enable our young people to be aware of productive and healthy lifestyles needed for combatting the increasing amount of stress in the world today. This Stress Education Curriculum is a tool for helping young people develop wholistic lifestyles.

Recognizing God's Beauty and Wisdom in All,


Jennie C. Trotter, M.Ed.

INTRODUCTION

RATIONALE/PURPOSE

Stress is no respecter of age, sex or race. Hans Selye, M.D., has pointed out that a certain amount of stress is an inevitable part of living but excessive stress can have damaging consequences. Youth commonly experience stress when significant others fail to meet their needs or when they encounter excessive demands, real or perceived, in their environment. Children respond to stress in various ways; one child may turn inward while another may act out. When there is no positive alternative for coping with daily stress, youth may seek negative coping styles such as crime, drugs, suicide, or alcohol. This is evident by the increasing number of youth becoming involved in substance abuse at an earlier age today.

The term "stress" is usually referred to as tension, pressure, and every day demands. It has been clearly defined by Dr. Hans Selye as demand(s) placed on the body. Contrary to popular belief that stress is all negative, stress can be both positive (good) or negative (bad). A student preparing to go to his first party will experience just as much stress as a student preparing to take an important test. Stress from good situations is known as good stress and stress from bad situations is known as bad stress. Believe it or not, we all need a certain amount of stress in our lives to function. Too much stress or too little stress in our lives can cause problems. Finding, balancing and maintaining the proper amount of stress in one's life is the key to a healthy life style.

Stress is inevitable and everyone experiences stress during her/his lifetime. There is no escaping it.

This manual is concerned with teaching youth various positive coping skills to help them handle stress in their lives. It is designed to help professionals such as teachers, nurses, school counselors, youth recreational and scout leaders to teach students lessons on stress management.

This manual may be used with students between the ages of 10-18.

OBJECTIVES

The objective of this manual is to teach youths positive techniques and strategies for handling stress. The objectives are listed below.

The student will:

- * understand the term stress, distress, stressor
- * understand how stress affects one physically, mentally, emotionally, and behaviorally
- * learn the causes of good and bad stress
- * identify some common stressors for students
- * learn a variety of ways to manage stress positively
- * understand how thoughts and feelings can create stress
- * identify support persons to help them with stressful situations
- * understand how one's self-concept relates to stress
- * understand the effects of nutrition and stress
- * learn the basic steps for problem solving
- * learn conflict resolution strategies
- * learn positive communication skills
- * learn goal setting and time management skills
- * make a commitment to reduce stress in his/her life

LESSONS

This manual is divided into 20 lessons. Each objective is stated in the beginning of each lesson. The lessons may be used over a four week period.

TIME PERIOD

- A. Some lessons will take up one class period; others may take up two class periods. Greater class participation will cause lessons to run longer. Teachers should use their discretion with use of this time.
- B. Each lesson begins with a statement of the objectives. Discussion of homework assignments may be included at the beginning of the lessons.

ACTIVITIES/EXERCISES

This manual includes a number of activities, exercises, and mini-lectures, designed to be experienced in group settings. Some activities are listed on handouts. All handout materials are labelled and numbered and are located at the end of each lesson.

There are some exercises that are designed to be completed individually and some exercises are designed for group participation. Be aware that some information may be too personal for students to share. Respect students' privacy when this is indicated.

RESOURCES

Some resources are listed in the lessons, but a completed list of resources is at the end of the manual. Instructors should familiarize themselves with all materials and resources included in the lessons before they are introduced to the students.

INSTRUCTOR'S ROLE

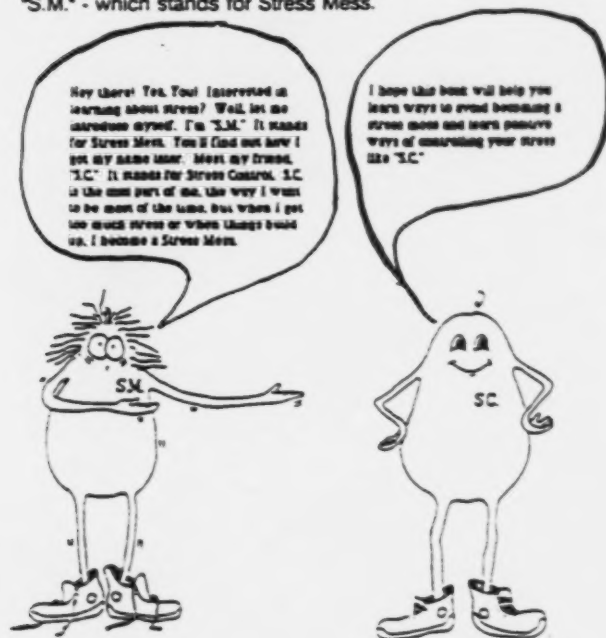
Your role is essential in helping students develop better understanding of stress, its effects and coping skills for managing stress. The instructor should take time to read and review all materials for her/his understanding as well. It is important that you understand what stress is and how it affects you before you teach students about it. Your understanding of stress is vital for enhancing the students' awareness and learning about stress. To obtain a better understanding of stress, instructors are asked to read Plain Talk About Handling Stress before beginning. This article is located on the following pages.

Picture Characters

Throughout the curriculum, there are two characters which help demonstrate various lessons content. They are:

"S.C." - which stands for Stress Control, and

"S.M." - which stands for Stress Mess.



plain talk about... handling stress



You need stress in your life! Does that surprise you? Perhaps so, but it is quite true. Without stress, life would be dull and unexciting. Stress adds flavor, challenge, and opportunity to life. Too much stress, however, can seriously affect your physical and mental well-being. A major challenge in this stress-filled world of today is to make the stress in your life work for you instead of against you.

Stress is with us all the time. It comes from mental or emotional activity and physical activity. It is unique and personal to each of us. So personal, in fact, that what may be relaxing to one person may be stressful to another. For example, if you're a busy executive who likes to keep busy all the time, "taking it easy" at the beach on a beautiful day may feel extremely frustrating, nonproductive, and upsetting. You may be emotionally distressed from "doing nothing." Too much emotional stress can cause physical illness such as high blood pressure, ulcers, or even heart disease; physical stress from work or exercise is not likely to cause such ailments. The truth is that physical exercise can help you to relax and to handle your mental or emotional stress.

Hans Selye, M.D., a recognized expert in the field, has defined stress as a "non-specific response of the body to a demand." The important issue is learning how our bodies respond to these demands. When stress becomes prolonged or particularly frustrating, it can become harmful—causing distress or "bad stress." Recognizing the early signs of distress and then doing something about them can make an important difference in the quality of your life, and may actually influence your survival.

REACTING TO STRESS

To use stress in a positive way and prevent it from becoming distress, you should become aware of your own reactions to stressful events. The body responds to stress by going through three stages: (1) alarm, (2) resistance, and (3) exhaustion.

Let's take the example of a typical commuter in rush-hour traffic. If a car suddenly pulls out in front of him, his initial alarm reaction may include fear of an accident, anger at the driver who committed the action, and general frustration. His body may respond in the alarm stage by releasing hormones into the bloodstream which cause his face to flush, perspiration to form, his stomach to have a sinking feeling, and his arms and legs to tighten. The next stage is resistance, in which the body repairs damage caused by the stress. If the stress of driving continues with repeated close calls or traffic jams, however, his body will not have time to make repairs. He may become so conditioned to expect potential problems when he drives that he tightens up at the beginning of each commuting day. Eventually, he may even develop one of the diseases of stress, such as migraine headaches, high blood pressure, backaches, or insomnia. While it is impossible to live completely free of stress and distress, it is possible to prevent some distress as well as to minimize its impact when it can't be avoided.

NATIONAL INSTITUTE OF MENTAL HEALTH
Division of Scientific and Public Information - Plain Talk Series - Ruth Kay, Editor

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES -
Public Health Service - Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane, Rockville, Maryland 20857

HELPING YOURSELF

When stress does occur, it is important to recognize and deal with it. Here are some suggestions for ways to handle stress. As you begin to understand more about how stress affects you as an individual, you will come up with your own ideas of helping to ease the tensions.

- **Try physical activity.** When you are nervous, angry, or upset, release the pressures through exercise or physical activity. Running, walking, playing tennis, or working in your garden are just some of the activities you might try. Physical exercise will relieve that "up tight" feeling, relax you, and turn the frowns into smiles. Remember, your body and your mind work together.
- **Share your stress.** It helps to talk to someone about your concerns and worries. Perhaps a friend, family member, teacher, or counselor can help you see your problem in a different light. If you feel your problem is serious, you might seek professional help from a psychologist, psychiatrist, or social worker. Knowing when to ask for help may avoid more serious problems later.
- **Know your limits.** If a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is—for now—until such time when you can change it.
- **Take care of yourself.** You are special. Get enough rest and eat well. If you are irritable and tense from lack of sleep or if you are not eating correctly, you will have less ability to deal with stressful situations. If stress repeatedly keeps you from sleeping, you should ask your doctor for help.
- **Make time for fun.** Schedule time for both work and recreation. Play can be just as important to your well-being as work; you need a break from your daily routine to just relax and have fun.
- **Be a participant.** One way to keep from getting bored, sad, and lonely is to go where it's all happening. Sitting alone can make you feel frustrated. Instead of feeling sorry for yourself, get involved and become a participant. Offer your services in neighborhood or volunteer organizations. Help yourself by helping other people. Get involved in the world and the people around you, and you'll find they will be attracted to you. You're on your way to making new friends and enjoying new activities.

- **Check off your tasks.** Trying to take care of everything at once can seem overwhelming, and, as a result, you may not accomplish anything. Instead, make a list of what tasks you have to do, then do one at a time, checking them off as they're completed. Give priority to the most important ones and do those first.
- **Must you always be right?** Do other people upset you—particularly when they don't do things your way? Try cooperation instead of confrontation; it's better than fighting and always being "right." A little give and take on both sides will reduce the strain and make you both feel more comfortable.
- **It's o.k. to cry.** A good cry can be a healthy way to bring relief to your anxiety, and it might even prevent a headache or other physical consequences. Take some deep breaths; they also release tension.
- **Create a quiet scene.** You can't always run away, but you can "dream the impossible dream." A quiet country scene painted mentally, or on canvas, can take you out of the turmoil of a stressful situation. Change the scene by reading a good book or playing beautiful music to create a sense of peace and tranquility.
- **Avoid self-medication.** Although you can use drugs to relieve stress temporarily, drugs do not remove the conditions that caused the stress in the first place. Drugs, in fact, may be habit-forming and create more stress than they take away. They should be taken only on the advice of your doctor.

THE ART OF RELAXATION

The best strategy for avoiding stress is to learn how to relax. Unfortunately, many people try to relax at the same pace that they lead the rest of their lives. For while, tune out your worries about time, productivity, and "doing right." You will find satisfaction in just being, without striving. Find activities that give you pleasure and that are good for your mental and physical well-being. Forget about always winning. Focus on relaxation, enjoyment, and health. *Be good to yourself.*

Written by Louis E. Kopolow, M.D.

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STRESS EDUCATION CURRICULUM

GRADES 6 - 12

MIDDLE AND HIGH SCHOOL LEVELS

LESSON #1

Understanding Stress

Term Definitions:

Stress is anything that causes a change or reaction in one's body.

Stressor is anything that causes stress.

Objectives:

1. The student will understand the term stress.
2. The student will understand the term stressors.

Materials Needed:

- Note:
1. Teacher should read or review all materials before lesson.
 2. All handouts are listed at the end of the lesson.

Handout #1-1 - Stress Quiz
Handout #1-2 - Feelings

Procedure:

Briefly state and/or list today's lesson objectives.

Introductory Activities

1. Stress Quiz: have students complete Side B of the stress quiz, Handout #1, to determine what they know about stress before they start these lessons. Inform students that answers will not be given now but rather after they have completed all lessons. At the conclusion of this manual have students take the stress quiz again. At this time the teacher may share correct answers and discuss the quiz with students to see how much information they know about stress.

Other suggested activities: There are a number of different ways you can introduce this lesson. Choose activity 2, 3, 4, or 5, or you may do a combination of these activities.

2. Stress Signs: List these signs on the board, then ask students if they have ever had any of the signs/symptoms listed below. Ask students to tell when these signs/symptoms appeared, how long they lasted and what caused them.
(Short discussion)

fast heartbeat
fast breathing
trembling/nervousness
sweating hands/forehead
nail biting
nightmares
crying
cold hands and feet
nervous facial twitches

gritting teeth
flushed or warm face
tense or tightened muscles
headaches
stomach aches
inability to sleep
forgetfulness
teeth grinding

3. Directions: Role play. List each sign/symptom on an index card and pass the cards out to students. Ask the class to guess signs the students are acting out. Write the list on the board so the students can choose from the list which the students are role playing.
4. Stressful Feelings: Ask students to remember a time when they experienced the following feelings listed below. For a more vivid recall, ask students to close their eyes and imagine the time it happened. Ask students to pay particular attention to the changes that took place in their bodies at these times. Cite a few examples like tense muscles, fast heartbeat, or shallow breathing. Pause at least 10 seconds between reading from the list. Read from the list below. You may discuss their experiences with these feeling after each feeling or at the end of the list.

Teacher: Remember a time when you were . . .

nervous	mad	sad
happy	worried	upset
excited	surprised	brave
embarrassed	adventurous	lonely

5. Activity: Have students close their eyes and imagine the following situations happening to them. Ask them to notice any changes in feelings, behavior, or physical signs such as tense muscles, sweaty hands, or nervousness. Allow ten seconds between each statement. During the 10 seconds remind students to concentrate on their feelings for the duration of this time. Tell them to notice what body parts feel the most tension in these situations.

Imagine that . . .

- You are giving a speech in front of your class.
- You received an outstanding award.
- A stranger follows you home.
- After watching a scary movie, your lights blow out.
- You found \$500.00.
- You are transferred to a new school.
- Your home was robbed.
- You won tickets to go to Disney World.
- You got a bad report card.
- You were riding a bike and saw a robbery going on.
- Your mother/father lost her/his job.
- Someone offered you some drugs.
- Your parents gave a surprise party for you.
- You saved someone in a fire.
- You are going camping for a month.
- Your parents are 2 hours late picking you up at a movie.
- Your favorite star stopped by your house.

Following any one of the five exercises, proceed to mini-lecture.

6. Mini-Lecture: Stress and Stressors

Explain to students that what they have been discussing is called "stress". Any event, situation or happening that produces a change in your body, mind, feelings, or behavior is called "stress". Give students the definition of stress. Stress is anything that causes a change in one's body.

What are stressors?

Ask student to identify what made them have different feelings/emotions in the previous exercises (A, B, C, or D). For example, what made them nervous, sad, or excited? Define stressors for students. Stressors are things that cause you stress. To put it in another way, anything that causes you to feel mad, nervous, sad or glad can be called a stressor. Ask each student to name a stressor in his/her life.

Go over with students 10 important facts about stress:

1. Everyone has stress (infants, children, teenagers, adults, and grandparents).
2. Stress is a part of everyone's life.
3. Stress can be good (pleasant) or bad (unpleasant).
4. Stress can change the way you feel, think or behave.
5. There is no escape from stress (only through death).
6. You can experience stress in your sleep.
7. Too much stress isn't good for you. (All exercise will discuss this more).
8. Not enough stress can make you bored.
9. Knowing starts in the mind with one's thinking about a healthy.
10. Stress starts in the mind with one's thinking about a particular event.

7. Feelings Exercise: Most stress is caused by feelings that people have. Anything that makes one feel mad, scared, sad or glad can cause stress. Have students complete Handout #1-2 on Feelings That Cause Stress. Then discuss this with them.

8. Good Results/Bad Results: In small groups, have students discuss and make 2 lists to later share with large group. The first list should include descriptions of what students experience mentally, emotionally and physically after good stress (e.g. confident, thoughts, good feelings, energized, etc.). The second list should have description of what they experience mentally, emotionally, physically after something that is considered a bad stress (e.g., worried, bad feelings, depressed etc.)

9. Review: Allow at least five minutes before the lesson is over to review today's objectives. This should be an informal discussion period.

10. Brainstorming: After #8 has been completed, let students brainstorm in small groups how to improve their personal results from experiencing bad stress. Suicide, drugs, alcohol or harm to themselves and anyone else cannot be included as options. (Ideas can include items such as having a good attitude to learn from the situation, relaxing tense muscles, deep breathing, etc.)
11. Tomorrow's Assignment: (Optional). Ask students to talk with parents, relatives and friends about stress and stressors. Ask parents and friends what causes stress for them and how they cope with it.

STRESS QUIZ

Activity: Test yourself before you begin this workbook on how much you know about stress. After you have completed this workbook, test yourself again and put the answers on the second part (A). Then compare your answers and see how much you have learned.

Directions: Write true or false in the space for each question.

BeforeAfter

- | | | |
|-------|---|-------|
| _____ | 1) Stress is something that happens more to older people. | _____ |
| _____ | 2) The only people who don't have stress are babies and young children. | _____ |
| _____ | 3) Your personality can cause you stress. | _____ |
| _____ | 4) Most people who have heart attacks suffer very little from stress. | _____ |
| _____ | 5) Not having enough stress in your life can cause you problems. | _____ |
| _____ | 6) Stress can be good for you. | _____ |
| _____ | 7) Stress has very little to do with your diet. | _____ |
| _____ | 8) You would be better off if you have no stress in your life. | _____ |
| _____ | 9) You can't avoid stress. | _____ |
| _____ | 10) Too much stress can make you sick. | _____ |
| _____ | 11) You can experience stress while you sleep. | _____ |
| _____ | 12) Your thoughts can cause you stress. | _____ |
| _____ | 13) Only adults can learn to handle stress. | _____ |
| _____ | 14) Stress signs show on the outside of the body. | _____ |
| _____ | 15) When you go on a vacation, you don't have stress. | _____ |
| _____ | 16) People who have a lot of money don't have stress. | _____ |

FEELINGS THAT CAUSE STRESS

Exercise Directions: To help you identify some things that cause you stress, complete this exercise. From the list below, pick out seven feelings and write about a time when you felt this way.

For example: I felt terrible when I found out I didn't make the team.

frustrated angry worried brave embarrassed

FEELINGS
FOR
SALE!

lonely scared happy upset terrible

surprised excited nervous sad proud

1. I felt

when

2. I felt

when

3. I felt

when

4. I felt

when

5. I felt

when

6. I felt

when

7. I felt

when

LESSON #2

Good and Bad Stress

Term Definitions:

Good stress come from situations or events that produce a good feeling.

For example: winning an award.

Bad stress comes from situations or events that produce a bad feeling.

For example: attending a funeral.

Objectives:

The student will understand that stress can be good or bad.

Materials Needed:

Handout #2-1: Making Stress Good or Bad

Handout #2-2: Stress Mess or Stress Controlled Personality

Procedure:

Briefly review previous lessons and homework assignment.

Introductory Activities - Stress: Good or Bad?

Have students identify several causes of stress or stressors. Use the stressor list below to help. Add to the list by asking students to name some other stressors.

Stressor List

separation or divorce of parents
gaining a new family member
preparing to take a test
parent receiving a job promotion
your being skipped two grades
moving into a new house
graduating from school
breaking up with a boy/girlfriend
not getting new clothes
doing what all your friends want
you to do

having to be hospitalized
taking/getting a new job
death of a close friend
passing a difficult exam
suspension from school
failing a class
attending a new school
winning a prize
getting new clothes
being invited to a party
having a parent visit you
at school

Read from the list above or write list on board. Ask students what the statements have in common. All the statements above will cause some kind of change in you. Point out that stress can come from good (pleasant) situations and from bad (unpleasant) situations. Ask students to label the good and bad stressors on the list.

Sometimes our thinking or feelings about a stressor can make stress good or bad. Stress from situations we feel good about can produce a good stressor and stress from situations we feel bad about can produce a bad stressor. For example:

Melvin has just been informed that he will be attending a new school. If Melvin views this stressor as a good opportunity to make new friends or have new teachers, then this will be a good or pleasant stressor. If, on the other hand, Melvin views this stressor as a great loss for him in terms of old friends and teachers and begins to fear the change and feels that he will be lonely, this will be a bad (unpleasant) stressor for him. Melvin's attitude will determine if this is a good or bad stressor for him. If Melvin views this as a bad stressor at first, some coping skills that can help him deal with this stressor are:

- 1) deciding to have a more positive attitude
- 2) obtaining support from his family and friends
- 3) maintaining contact with his friends and teachers.

Have students think of other ways to cope with this stressor.

Reminder: Remind students that too many changes in the body resulting from good or bad stressors can be harmful.

For example: Too much excitement from a good stressor can cause someone to have an asthma attack or heart attack, headache, back ache or stomach ache, etc.

Too much nervousness from a bad stressor can cause someone to have a breakdown or depression, headache or stomach ache, etc.

Keeping the right balance of stress in one's life is very important for health and well-being.

2. Role Play (Optional):

Have some students role play some of the stressors from the list and discuss their feelings afterwards.

3. Activity: Mini-Lecture - Perceptions

Different things affect different people in different ways. Share with students the following:

- What might be stressful to one person may not be stressful to another.
- Our beliefs, thoughts and feelings can make a situation more stressful for one person than another.

Example: If one feels that it is important to be on time for school, then being late for school can be stressful. On the other hand, if one does not like school and does not feel that it is important, being late for school would not be stressful.

- Our values and interests also help determine how stressful a situation will be for us.

- Different personalities can cause more or less stress.

4. Activity: Perception Exercise

Have students complete Handout #2-1: Making Stress Good or Bad.

Follow-Up Activity (Optional):

Ask students to go back over list of stressors. With stressors that have been labelled bad (unpleasant), ask them to use their imagination to think of a time when the stressors could be good (pleasant). Do the same with the stressors that were labelled good.

5. Activity: Discussion and Exercise

Different personalities can contribute to a person's having more or less stress. To help students find out whether personalities contribute to more or less stress for them, have students do Handout #2-2: Stress Mess or Stress Control. Discuss this exercise with them afterwards.

6. Have students make individual lists on how they react to stressful situations at this time. They can also list what body parts get extra wear and tear from being too tense in stressful situations.

7. Review

8. Homework - Have students discuss with parents:

- a) some good or bad stressors in their lives
- b) personalities that contribute to more or less stress

MAKING STRESS GOOD OR BAD

From the list below, pick out a good and a bad stressor for you. Explain why you think these are good or bad stressors for you. Then explain when you think this stressor might be good or bad for someone else.

For example:

Are these stressor bad or good?

1. Derek feels that taking a test is a bad stressor, but understands that this could be a good stressor for someone who is real smart and likes to take tests.
2. Latuan enjoys camping very much and considers this a good stressor, but understands that this could be a bad stressor for someone who dislikes camping outdoors.

STRESSOR TEST

Use the list below to choose your stressor, or make up your own stressors.

Having a new family member

Going to the movies

Getting a job

Giving a speech

Going on a date

Moving to a new house

Spending the night out

Going on a long trip

- 1) _____ is a good stressor for me
because _____

This could be a bad stressor for someone else because _____

- 2) _____ is a bad stressor for me
because _____

This could be a good stressor for someone else because _____

DO YOU HAVE A
STRESS MESS OR STRESS CONTROLLED
PERSONALITY?

Directions: Your personality traits can determine whether you experience more or less stress. To find which personality you have (TYPE A - more stress OR TYPE B - less stress), complete the following exercise. Indicate true (T) or false (F).

TYPE A PERSONALITY (More Stressful)

1. Speak fast, walk fast and eat fast _____
2. Hate waiting in line _____
3. When doing one thing you think of other things that need to be done _____
4. Unable to find time to cool out and relax _____
5. When you relax you feel guilty _____
6. Always busy _____
7. Feel pressured a lot due to deadlines _____
8. Use many gestures when you talk (clenched fist, nod head constantly, tighten mouth) _____
9. Feel anger easily and frequently _____
10. Feel very frustrated if you don't get your way _____
11. Resent people who are slower than you _____
12. Feel that you have to get things done right away _____
13. Always comparing yourself _____

Total True Responses for Type A _____

TYPE B PERSONALITY (Less stressful)

1. Feel that you have enough time to complete assignments _____
2. Have a good sense of humor _____
3. You enjoy games that are not competitive _____
4. You make time to "cool out" and relax _____
5. You enjoy your life _____
6. You have habits and hobbies that are relaxing _____
7. Take time to enjoy life's beauty _____
8. Get things done at a comfortable pace _____
9. Feel satisfied with yourself _____
10. Adapt to changes with a good attitude _____
11. Take time to appreciate people and things in in your life _____

Total True Responses for Type B _____

Complete the following:

List things you can do to lower your Type A personality traits:

1. _____
2. _____

List things you can do to increase your Type B personality traits:

1. _____
2. _____

Signs of Stress

Term Definitions:

Signs of stress - physical, mental, emotional and behavioral symptoms of stress.

Distress - the negative effect that the body experiences when it has too much stress.

Objectives:

1. The student will know the signs of stress.
2. The student will understand how stress affects health.
3. The student will understand the term distress.
4. The student will identify some of his/her signs of stress.
5. The student will know the signs of depression.

Materials Needed:

- Handout #3-1: "Stress Chart"
Handout #3-2: My Signs of Stress
Handout #3-3: How Stress Becomes Distress
Handout #3-4: Too Many Changes

Procedure: Review previous lessons and homework assignment.
State objectives for today's lesson or list on board.

1. Mini-Lecture: THE FIGHT OR FLIGHT RESPONSE

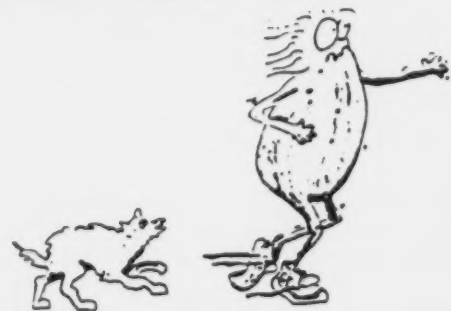
When you are being chased by a dog, your body begins preparation in defense of meeting this stressor and sends out warning signs for your body to get ready to "fight" or "flight". During the fight or flight response stage, you will notice the following mental/emotionally/physical signs:

tight muscles	fast heart beat	dilated pupils	rapid fearful thoughts
sweating	deep breathing	scared feelings	dry mouth

This is your body's way of preparing you to fight the dog or run away from it (flight). Your body will experience a burst of energy to help you meet this challenge. The stress response dates back to the cave days of early man, where a stress response was vital for survival.

2. Mini-Lecture: Stress and Your Health

- Stress comes from three basic forces:
 - physical activity
 - mental activity
 - emotional activity



- By doing too much physical work or activity, you can injure/ damage your body.
- By exposing your mind to too much mental/emotional stress (negative thoughts and feelings), you can become sick.
- Your body's resistance to disease is lowered under increased stress, making it easier for you to contract colds, flu, or infections.

Discussion: Stress Chart Handout #3-1

Draw stress chart on board or have copies made for students. Using the Stress Chart, discuss with students the following questions:

- What are the stressors on this chart?
- Which ones are physical, emotional or mental?
- What happens when stress is not reduced or relieved?
- Name some other diseases that may appear when stress is not reduced.
- What happens when stress is relieved?
- How can thoughts cause illness?
- What are some ways to reduce stress?

3. Activity: Signs of Stress

List signs of stress on board and go over signs of stress. Ask students to name other signs that they have experienced. Have students complete the signs of stress Handout #3-2. Discuss briefly with them afterwards.

Signs of Stress

Physical (body)

fast heartbeat
upset stomach
nervousness
sweating hands/perspiration
diarrhea
bedwetting/frequent urination
indigestion
fatigue

fast breathing
headaches
backaches
nausea
rash
neckaches
tremors

Mental (Mind)

poor thinking
worry
drop in school performance

poor concentration
forgetfulness

Emotions (Feelings)

anger outburst
self-doubt
sad/depressed
fears/phobias

low self-esteem
lack of interest
fearful

want to be alone
nail biting
unable to eat
irritability
acting without care

forget a lot
unable to sleep
increased appetite
blaming others
desire to hurt others or
objects

4. Mini-Lecture on Distress

Even though certain amounts of stress are good for you and can help challenge or stimulate your life, too much stress can be damaging to one's physical, emotional, and mental well-being. Too many stressors or prolonged stress will have a negative effect on you. The body needs time between each stressor to repair any damage caused from the stress. If your body is constantly exposed to too much stress without any relief or rest, this can cause stress overload or distress. Distress is harmful to you.

Discussion Activity:

Ask students to image what would happen if a person

- was sad most of the time
- didn't get her/his proper rest or nutrition
- stayed busy a lot and never did any fun things
- kept all problems inside
- had trouble sleeping every night
- worried all the time
- stayed angry most of the time
- felt that everything she/he did was wrong or dumb
- felt nervous and tense always
- had repeated headaches
- had to adjust to new changes frequently

Most students will agree that too much of anything is not good. Inform students that even though stress is good for us, too much stress is not. When you go too long without giving your body a break from too much stress you are setting yourself up for a breakdown. An overloading of stress is referred to as distress or bad stress. Give definition of distress. Distress is overload of too much stress. Distress can be life threatening. Inform them that too many changes or first time experiences within a short period of time can produce distress. Ask students to give some other examples of distress. For example: mental breakdown, physical breakdown, or emotional breakdown.

5. Activity: Have students complete Too Many Changes Handout #3-4

6. Mini-Lecture: Suicide and Signs of Depression

Today there is an increasing number of youth who are committing suicide as an alternative to dealing with stressful situations. Unfortunately, suicide is a permanent solution to a temporary problem.

Share with students the following: Clues for suicidal behavior and identification are:

- Obvious unhappiness
- Withdrawn and isolated
- Feeling of helplessness and worthlessness
- Fatigue and lack of energy
- Self-neglect and self-destructive behaviors
- Preoccupation with sad thoughts and talk or threats of death
- Sleep difficulties and physical complaints
- Appetite disorder
- Marked changes in personality, behavior, appearance
- Sexual disorder
- Loss of interest or loss of important relationships
- Suddenly seems much better
- Preparation for dying, saying good-bye, giving away favorite things.

SOME WAYS TO HELP

- Take threats seriously.
- Watch for clues.
- Try to listen for the feelings the person is expressing.
- Confront the problem directly and talk with the person about your concerns.
- Encourage the person to seek help through parents, counselor, or minister.
- Talk with the person's family and attempt to get help for the person.
- Go over the stages of grief in order to make students aware of the grief process.

THE STAGES OF GRIEF

It may be helpful to be aware of the stages of grief and to know there is no right or wrong way to grieve. All feelings are normal.

Shock is the first stage of grief. It is expressed through disbelief and numbness.

Denial follows quickly with "I don't believe it!" or "It can't be!"

Bargaining is the promise that I'll be so good if only I can awaken to find it not so . . . I'll do all the right things if only

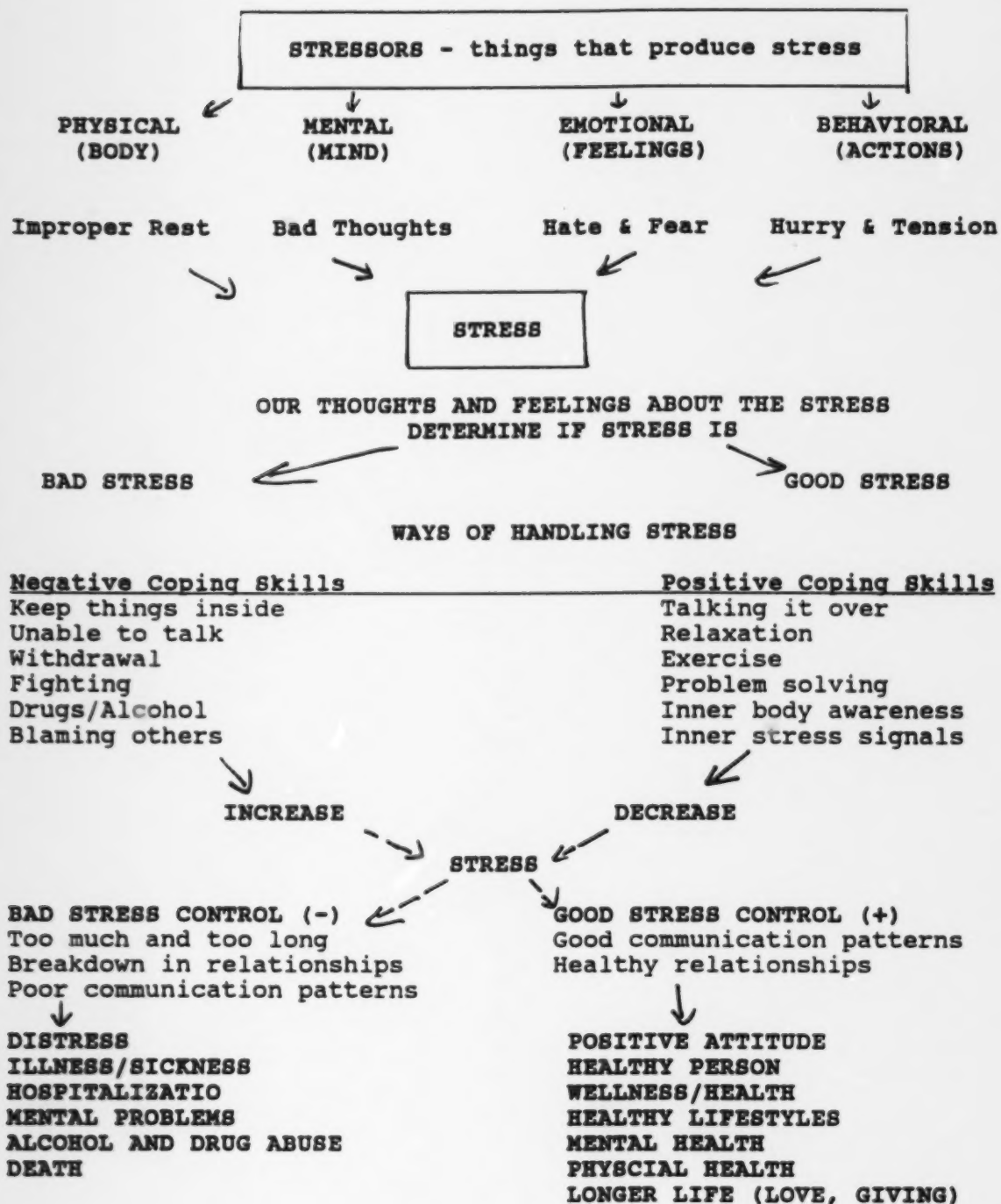
Guilt is a hard stage and difficult to deal with alone. This is the "if only I had - if only I had not" This is a normal feeling that may ultimately be resolved by saying, "I am a human being and I gave the best and the worst of me to my friend, and what she/he does with that is her/his responsibility."

Anger is another big one that seems necessary in order to face the reality and get beyond it. We must all heal in our own way, and anger is a natural stage to go through. You may even feel guilty because you are angry at your friend or because your life is continuing and his/hers is not.

Depression may also be a stage that comes and goes. GIVE YOURSELF TIME TO HEAL.

Acceptance and Hope - You will never be the same, but your life can go on to find meaning and purpose.

- 8a. Have students discuss friends who have committed suicide or their reactions to the deaths. Let students talk about what they did that helped them cope with the death.
- 8b. Have students to write a letter to a friend who is thinking about committing suicide. Their letters should have suggestions to talk their friends out committing suicide.
9. Review informally the materials covered in this lesson.
10. Homework: Ask students to talk with parents about the various signs of stress. Ask parents to identify some of their signs.

STRESS CHART

MY SIGNS OF STRESS

Directions: Put a check mark () by the signs of stress that have happened to you.

nightmare

unable to sleep

fast breathing

grind teeth

irritability

dizziness

unable to eat

sweating

nail biting

nervousness

rashes

increased urination

tight muscles

OTHER SIGNS

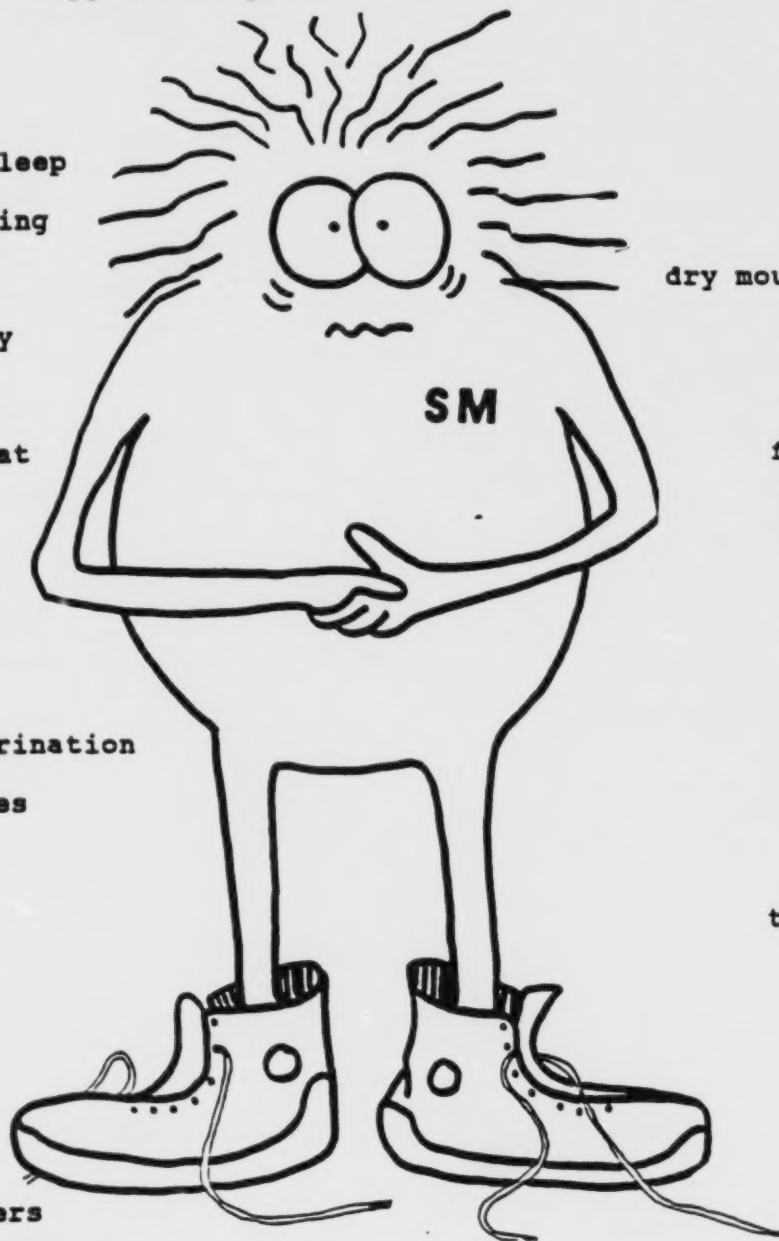
fighting

loneliness

boredom

blaming others

many negative thoughts



headache

worried

crying

dry mouth and throat

backache

heartburn

fast heartbeat

cramps

trembling

stomach ache

diarrhea

shaky legs

overeating

tired

tapping feet

HOW STRESS BECOMES DISTRESS

Saun-Toy was voted Student of the Year at her school, which meant that she would represent her school at a national conference in three months. She was very excited about this and found it hard to concentrate in her classes. Some of her friends offered to take her out that evening to celebrate. She declined, saying she has too much work to do. She came home and went straight to her room and started working on her speech. She got angry with herself because she couldn't think of what to write. She put her head down and began crying.

What really happened to Saun-Toy? Saun-Toy started out with a good stressor. Instead of her enjoying her victory, Saun-Toy chose to begin to worry over it. Because of her over-anxiety to do well at the conference, she refused to enjoy the pleasure of this stress. She had plenty of time to prepare her speech, but instead she chose to begin to place unreasonable demands on herself. It was hard for her to concentrate because of her high anxiety. It would have been better for her to go out with her friends and relax and enjoy the occasion. This would have given her body and mind a rest period before dealing with another big stressor. But, instead, she continued to add new stressors on top of another stress without any break or relief. Breaking down and crying was her body's sign of distress.

Answer these questions:

What was Saun-Toy's first stressor? _____

Was this a good stressor or a bad stressor? _____

Name some stress signs that Saun-Toy had. _____

Did Saun-Toy deal with this stress in a positive or negative way? _____

What would have been a better way for Saun-Toy to deal with this stressor? _____

TOO MANY CHANGES???

Too many changes produce distress or stress overload, if those changes happen within a short period of time.

Directions: Read through the following life changes/stressors and check the ones that have happened to you within the last year.

- _____ Death of a parent
- _____ Death of a brother, sister or close friend
- _____ Divorce or separation of your parents
- _____ Hospitalization of a parent
- _____ Remarriage of a parent
- _____ Birth of a brother or sister
- _____ Personal injury or illness
- _____ Failing a class
- _____ Changed to a different school
- _____ Arguments with parents
- _____ Outstanding personal achievement
- _____ Being arrested
- _____ Involvement in alcohol or drugs
- _____ Peer pressure
- _____ Suspension from school
- _____ Trouble with a teacher



The stressors listed at the beginning are more stressful than some of the ones at the end. Too many of these stressors can produce distress if not properly handled.

Scale:	0 - 3	Low stress
	3 - 8	Average stress
	9 - over	Stress overload . . . Watch out! Make sure you are using your stress coping skills.

Lesson #4

Identification and Causes of Stress

Objectives:

1. The student will be able to identify some personal stressors.
2. The student will be able to understand some causes of stress.
3. The student will be able to list five stressors.

Materials Needed:

Exercise #4-1: Stress Checklist
Exercise #4-2: What Are Your Stressors?
Exercise #4-3: How Did Your Day Go?
Exercise #4-4: Stress Log

Procedure: Briefly review previous lessons and homework assignment.
State objectives for today's lesson or list on board.

1. Discussion and Exercise: Common Stressors

Ask students to take a few minutes to think of people, things or events that cause them stress. To help facilitate their thinking, give out **Handout #4-1: "Stress Checklist"** or list areas on the board. Have a brief discussion with them afterwards.

2. Activity: What Are My Stressors? **Handout #4-2**

There are many causes of stress. To further help students identify some common stressors, give them **Handout #4-2 "Where Are My Stressors?"** to fill out.

Suggested Activity: You may want to divide students into small groups and give each group a specific area from which to brainstorm a list of stressors. Use suggested list below or develop your own.

Directions:

Instruct students to list the stressors that are related to the following areas:

Parents	Discrimination/Racism	School	Sports
Family	Job or Economic Level	Dating	Crime
Home	Illness/Health	Sexism	Drugs
Relatives	Social Organization	Teachers	Alcohol
Self-Concept	Physical Appearance	Church	Media
Moving	Friends	Culture	Classism
Environment	World Future	Personal Future	

Ask students to share information they have found from doing **Handout #4-2**. No students should be made to share information. This should be completely voluntary. Let students know that this inventory is for their personal use. For those students who like to share, ask some of the following questions:

- What mental patterns occur with t
- Where did your body feel tension stressors?
- What did you experience emotional stressors?
- What did you learn?
- What's your biggest stressor?
- What are some ways you handle you productive or negative/unproducti
- Ask students to share solutions f
- Are they really committed to chan handling that stressor?
- How are drugs and alcohol used to

3. Activity: Class Poll

After students have done this, list they have identified. From the list independently rate and write down the greatest stressors for them. Use responses. Ask a volunteer to count receiving the highest ratings. Look with class the results.

- Which stressors got the most votes
- Which stressors got the least votes
- What are some ways to deal with :
- Would there be a difference in the stressors 5, 10, or 15 years from
- Do most of these stressors fall (Parents or School)?
- Are some linked to personality o
- How many are good stressors? Back

4. Suggested Activities:

Role Play (Optional). Ask students out the situation that is causing the act out the problem and then ask them to role play a second time using the

6. Daily Stress Log: Handout #4-5 (Optional). This is a good activity that will help the students become aware of how much stress they are experiencing daily. This activity will also help monitor the amount of stress students are experiencing.

Directions:

Inform students that they should use this log on a daily basis. They should keep it with them during the day and keep a record of any events or activities that produce unpleasant or bad stress. If they are not able to keep it with them during the day, ask them to fill it out right before bedtime at night.

Ask students to bring the log in on a daily basis or at the end of each week. Inform students they will only be asked to share with the group information they feel is non-confidential. Confidential information that students wish to share with group leaders can be shared at another time.

Put the example below on the board. Ask students to write in their own examples of stressors that have happened to them recently. Indicate to students that they should record bad stressors as well as good stressors.

Example: #1

Day of the Week:	Tuesday
Stressor/Activity:	Science Test
Time:	9:00 a.m.
Feeling Response:	Nervous and a little worried
My Thoughts:	Will I pass? I hope I remembered everything.
My Behavior:	Took a couple of deep breaths and told myself to do my best
Stressed Body Parts:	Nerves, head and muscle
Changes	Attempt to be more relaxed and more positive

Example: #2

Day of the Week:	Saturday
Stressor/Activity:	Had to chores before going to game
Time:	10:00 a.m.
Feeling Response:	Upset and angry
My Thoughts:	I'm tired of cleaning this house.
My Behavior:	Took long time to finish. Arrived at game late.
Stressed Body Parts:	Nerves, head and muscles
Changes	Get up early and do chores or do work night before.

7. Review. Use last five (5) minutes to briefly review objectives of today's lesson.
8. Have students complete **Stress Log Handout** for tomorrow.

WHAT ARE MY STRESSORS?

There are many causes of stress. Listed below are several stressors. Complete this form as your personal worksheet to identify your stressors (causes of stressors).

STRESSORS

Parents _____	Job _____	School/Clubs _____	Sports _____
Friends _____	Illness _____	Church/Religion _____	Racism _____
Handicap _____	Success _____	Crime _____	Home _____
T.V. _____	Relatives _____	Identity _____	
Physical appearance _____		Brothers or sisters _____	
Other media _____			

For example:

- 1) My stressor is not having any friends.
- 2) How do you deal with it? Feel bad about it and usually do things by myself.
- 3) How often does it happen? A lot.
- 4) Who is responsible? Me.
- 5) Do you want to change this? Yes!
- 6) What can be done? Try to make more friends, but I'm shy.
- 7) Who can you talk with about it? Parents.
- 8) Name something else you can do to improve this stressor. Attend more social events and meet new people.
- 9) Will you do it? Yes.
- 10) When? I will start next week.

Now you try.

- 1) My stressor is _____
- 2) How do you deal with it? _____
- 3) How often does it happen? _____
- 4) Who is responsible? _____
- 5) Do you want to change this? _____
- 6) What can be done? _____
- 7) Who can you talk with about it? _____
- 8) Name something else you can do to improve this stressor.

- 9) Will you do it? _____
- 10) When? _____

STRESS CHECKLIST

Directions: Below is a listing of common stressors for youth. Read through the list and check the ones that have happened to you.

- | | |
|--|---|
| ☐ Arguments with family members | ☐ Final year in school |
| ☐ Becoming a parent | ☐ Financial difficulties |
| ☐ Beginning or ending a job | ☐ Being arrested |
| ☐ First year in new school | ☐ Pregnancy |
| ☐ Change in church activities | ☐ Getting a job |
| ☐ Getting a driver's license | ☐ Change in schools |
| ☐ Involvement in drugs/alcohol | ☐ Juvenile court |
| ☐ Christmas season | ☐ Marriage |
| ☐ Change in dating habits | ☐ Failure in a course |
| ☐ Minor illness or injury | ☐ Peer pressure |
| ☐ Difficulties with girl/boyfriend | ☐ New brother or sister |
| ☐ Severe personal illness or injury | ☐ Suspension from school |
| ☐ Test | ☐ Vacation |

Others (Add others not mentioned)

☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

MY STRESS LOG

Directions: To help keep track of your stress during the week, keep a log of your stressful events and record your reactions and behaviors.

Example:

Time: 9:00 a.m.
Day: Tuesday
Stressor Event: Science Test
My Feeling Response: Nervous and a little worried.
My Thoughts: Will I Pass? I hope I remembered everything
My Behavior: Took a couple of deep breaths and told myself to do my best.
What I Would Change Next Time: Try to be more relaxed and more positive.

Now you try:

Event #1

Date of the Week: _____

Stressor (Activity): _____

Time: _____

Feeling Response: _____

My Thoughts: _____

My Behavior: _____

Changes I Would Make: _____

Event #2

Date of the Week: _____

Stressor (Activity): _____

Time: _____

Feeling Response: _____

My Thoughts: _____

My Behavior: _____

Changes I Would Make: _____



Directions: Read the story below and fill in the feelings you feel S.M. is experiencing.



How Did S.M.'s Day Go?

S.M. didn't get up when his alarm went off. When his mother awakened him he had only 15 minutes to make it to the bus. How do you think he felt? _____

He got dressed as fast as he could. He didn't eat anything and ran to the bus stop. By the time he got there the bus was just pulling off. How do you think he felt? _____

One of his friends saw him and called out for the driver to stop. When he got on the bus there were no seats so he stood the entire time. How do you think he felt? _____

When he got to his English class he couldn't find his homework. How do you think he felt? _____

He finally remembered he had left it at home. His teacher gave him an incomplete. How do you think he felt? _____

By the time the lunch bell rang he was very hungry. When he got to the lunchroom he found out that they were having the worst lunch of the year, "beef goulash." How do you think he felt? _____

During class he used the restroom. Some guys were in there smoking. They asked him if he wanted a cigarette. How do you think he felt? _____

In science class the teacher gave a pop quiz. How do you think he felt? _____

After school, on his way to the bus, he saw his girlfriend talking to another boy. How do you think he felt? _____

He finally arrived home but couldn't find his door key. He remembered that he left the key in the pants he had on yesterday. How do you think he felt? _____

He waited at his neighbor's house. He started doing his homework, but the neighbor's baby kept crying. How did he feel? _____. When his mom came home, he went straight to the kitchen to make a sandwich, only to find they were out of bread. How do you think he felt? _____

Later that night, after he was in bed, his friend called to ask him to explain one of the math problems. How do you think he felt? _____

He finally got to bed and thought briefly about his day. How do you think he felt? _____

Then he drifted off to sleep, hoping tomorrow would be better.

Lesson #5

Ways To Control Stress

Objective:

To help students identify some ways of dealing with stress.

Materials Needed:

Handout #5-1: How Do You Respond to Stress?
Handout #5-2: Ways to Control Stress

Procedure: Review objectives from yesterday and homework assignment.

State objectives for today's lesson.

1. Activity - Coping With Stress: Handout and Discussion

Have students complete Handout #5-1 "How Do You Respond To Stress?" Go over exercise with students. If time allows, have them role play some situations.

2. Activity: Ways to Control Stress

Brainstorm with students a list of negative and positive ways people cope with stress. A negative example of dealing with stress would be keeping feelings in, refusing to talk about them, drinking and taking drugs. A positive example would be to talk a problem over with a friend. Allow students to brainstorm first, then use Handout #5-2 for additional suggestions. Get students to name as many additional coping techniques as they can.

3. One of the best ways to deal with stress is to do something you really enjoy doing, for example, running, riding a bike or skateboard, softball, soccer, listening to music, taking a hot bath, talking on the phone, dancing, reading a book, planning.

Have students role play one way to cope with stress or doing something that they really enjoy.

4. Review.

5. Homework: Have students practice some ways to cope with stress with families. Ask students to find out how their parents cope with stress.

Handout #4-5

A cartoon illustration of a man in a military uniform. He is wearing a peaked cap, a tunic with "S.M." on the chest, and puttees over boots. He is holding binoculars to his eyes. The drawing is simple, with wavy lines around his head suggesting a breeze or focus.

A cartoon character with a large head, wearing a sailor hat and a shirt with "S.M." on it, standing on the left side of a page with horizontal lines.

Good Health (Body)

Take deep breaths.
Relax tense body parts
Get regular physical exercise.
Keep your proper weight

Avoid drugs, alcohol and
cigarettes.
Practice relaxing exercises.
Listen to relaxing music.

Mental Health (Mind)

Be positive (count your blessings).
Enjoy your life and keep it well
balanced
Forgive others. Don't carry a grudge.
Do something about a problem
as soon as it comes up.
Daydream some.

Associate with positive,
happy, loving people.
Respect yourself and others.
Accept your flaws.
Change the negative parts
yourself.
Manage your time.

Relationships (Social)

Learn to love yourself.
Be polite.
Look for goodness, beauty,
and value in others.
Use your relationship for
your growth.
Keep your commitments.
Ask for what you want,
but don't force your way
in getting it.

Practice loving others.
Smile.
Let each relationship
develop into its own
form.
Don't blame yourself or
others for mistakes.
Forgive yourself and
others.
Talk to others about your
problems.

Emotional (Feelings)

Work off your anger in
a positive way.
Discuss and face your fears

Do things you enjoy.
Talk out problems.

Spiritual

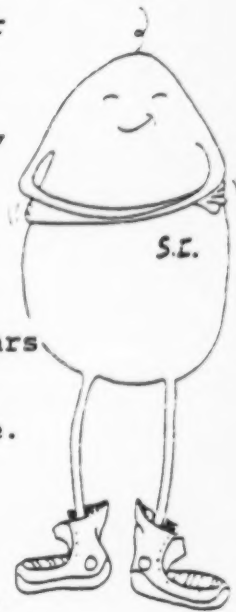
Find your purpose in life.
Do fulfilling things.
Engage in organized
religious activity.

Learn to let go.
Pray.
Meditate.

A Sound Diet (Health)

Eat a variety of foods.
Eat foods with enough starch
and fiber.
Avoid too much sodium.
Visit your doctor and
dentist regularly.

Avoid too much fat.
Avoid too much sugar.
Eat breakfast.



You name some:

HOW DO YOU RESPOND TO STRESS?

Activity: Read the following questions and list the ways you would respond to these stressors.

1. Your teacher asks you to solve a difficult problem at the blackboard. Do you become: nervous ____ calm ____
glad ____ other ____
2. You lose your new watch. Do you become: angry ____
worried ____ confident you will find it ____ other ____
3. Your parents are over 2 hours late picking you up. Do you become: mad ____ worried ____ busy until they get there ____
other ____
4. You have just been elected to a class office. Do you become: proud ____ worried ____ nervous ____ other ____
5. Someone calls you a name in front of your friends. Do you: get upset ____ become embarrassed ____ tell the person that you don't like that ____ walk away ____ other ____
6. Someone offers you some dope to smoke. Do you: become too embarrassed to say no ____ act confident and try a little ____ calmly explain that you are not interested ____
other ____
7. You're going out on a real important date. Do you: worry about finding something to talk about ____ become frantic over your physical appearance ____ go out and enjoy yourself ____ other ____
8. You suspect that someone is following you. Do you: panic and run down a side street ____ stand still and wait for the person to get closer and ask him what he is doing ____ calmly try to find someone on the street to help you ____
other ____
9. You are with a friend who shoplifts an article in the store. Do you: become nervous ____ walk out of the store with him ____ begin to yell at your friend ____ express your dislike of his/her actions ____ other ____
10. Your front door is open when you get home. Do you: run over to your neighbor's house for help ____ run inside to see what has been taken ____ panic ____ other ____



Lesson #6

Relaxation Techniques for Stress

Objective:

The student will learn ways to relax by breathing.

Materials Needed:

Exercise #6-1: Simple Breathing Exercise
Exercise #6-2: Other Breathing Exercises
Exercise #6-3: How Do You Relax?
Exercise #6-4: Relaxation Exercises

Resources:

Teachers can order relaxation tapes from the reference section at the end of this manual; or teacher and/or students can make relaxation tapes.

1. Mini-Lecture on Breathing and Relaxation

Explain to students that there are many ways to reduce stress. Quickly cite some ways mentioned in previous lesson. Some ways are productive/good and some are unproductive/bad. Relaxation is a simple way to calm the body and mind when you are experiencing stress. Relaxation gives the body and mind some rest-time or break-time from dealing with stress. Ask students to identify some ways that they relax. People can control their stress by taking time to relax. Dr. Herbert Benson discovered in a study that people who practice transcendental meditation can reverse the signs of stress and distress. Some people practice relaxation in meditation and yoga. It takes lots of practice and it should be performed daily in order to achieve maximum effects.

Mind and body work together. If your breathing changes depending on your state of mind or what you are thinking, then your thinking can change your rate of breathing. When you are nervous or upset, begin taking slow deep breaths and state in your mind that you are calm. Your body will respond to messages that are received from the mind.

Air is very good for us and some people (Hindus) refer to it as the life force "prana". The longer we keep the air in, the more oxygen it supplies to our lungs and bodies. When our body has more air it will function better. The air enables our bodies to perform its duties more relaxed. So, taking time to do deep breathing can help our bodies relax. When we breathe in a shallow, irregular manner, not enough oxygen reaches the brain and body, causing the muscles to tense, nerves to be on edge and negative thoughts to occur that cause more tension.

Before introducing the relaxation response to students, spend a couple of minutes showing students some simple breathing techniques that will help their bodies relax. Ask students

to observe the ways they are breathing. Most of us do shallow breathing. Ask students to take a couple of deep breaths and see if they notice any differences. Ask students the following questions:

- A. What happens to your breathing when you are upset or afraid? (It goes faster and shallower.)
- B. What happens to your breathing when you are relaxed? (It slows down and is deeper.)
- C. What happens to your breathing when one or more body parts are tense? (It is harder to breathe evenly and deeper.)

Directions: Have the students practice any of the breathing exercises listed in **Handout #6-1 "Simple Breathing"**.

2. Relaxation Response Exercise

After students have completed any one of the breathing exercises, talk with them about Dr. Benson's relaxation response.

To achieve the relaxation response, there are some very simple rules. Inform students:

1. Before they begin they may feel awkward or funny at first, but continue to try to relax.
2. Some people fall asleep because they are so relaxed, but this is not the goal.
3. Some people have a hard time trying to relax because of their thoughts. Ask students to observe their thoughts.
4. It is a very easy or simple procedure that can be used anywhere and anytime.
5. Some people are unable to relax the first couple of times, but with continued practice they can.

Before you begin, ask students to find a comfortable position on the floor or in their chairs. Ask them to loosen any tight clothing, belts, and shoes. Turn off lights. If you have any quiet music, it may be played (optional). This helps get the atmosphere ready. Now proceed with **Handout #6-2 "Breathing Relaxation Exercises"**.

3. Discussion

After this exercise has been done with students, ask students to open their eyes and sit up slowly. Then ask:

- Would any student like to share his/her experience with the class?

- What did they think?
- How many found it hard to relax, get comfortable, and maintain a positive attitude? Who didn't?
- What did you notice about your breathing before, during and after the exercise?
- How do you feel now?
- Did you notice any difference in your body before the exercise or afterwards?
- Think of some appropriate times (past, present and future) when you could use the relaxation response.

There are several relaxation exercises attached in handouts with this chapter. If students are willing, teacher should try a different one right before a class period. No one should be forced to relax; if a student refuses to participate, ask him/her if he/she will just be quiet while others do.

4. Activity: Handout and Discussion

Have students complete **Handout #6-3 "How Do You Relax?"** This activity will enable students to go to a place and time that they can be relaxed. Discuss it with them afterwards.

5. Ask students to put together two lists, one on reasons for being more relaxed as a person and one on dangers of being too tense as a person.

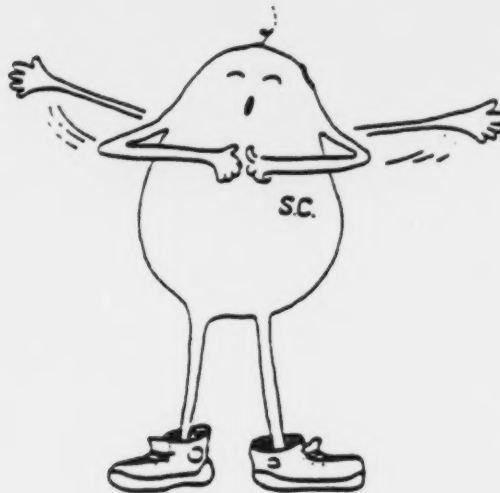
6. Review quickly.

7. Homework:

Ask students to practice any exercises used today with family this evening.

Ask students to try to involve as many family members as possible in the exercise with them.

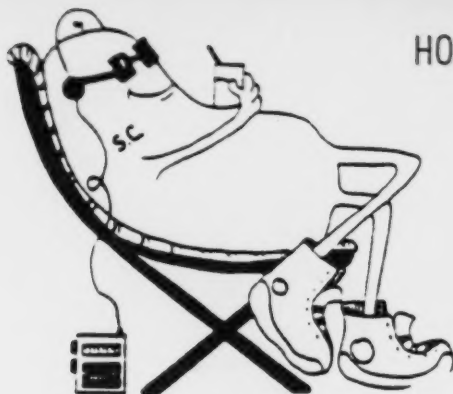
SIMPLE BREATHING RELAXATION EXERCISE



Instructions:

1. Select a quiet place where you will not be disturbed.
2. Select a good time during the day when you can relax. A good time is when you are under stress.
3. Find a comfortable chair. Sit in any position that is comfortable.
4. Close your eyes.
5. Begin to relax by thinking of relaxing while you are thinking about your feet, legs, trunk, body, arms, neck and head.
6. Breathe through your nose and become aware of your breathing.
7. Say a simple word to yourself as you breathe out, such as relax or peace. If you do not like one of these, try one you do like.
8. Breathe easily and naturally. If all sorts of questions, worries, etc., come into your head, ignore them and keep repeating your word.
9. Count backward slowly from 10 to 1. Feel more relaxed with each count.
10. Don't jump up and walk around after you finish relaxing. Sit quietly for a minute or so with your eyes closed, then open your eyes. Come back to full awareness of your surroundings slowly. As you become more alert, notice how relaxed you feel.

HOW DO YOU RELAX?



1. Best time of the day for you to relax. (morning, noon, evening, night)

My best time is: _____

2. Best quiet place in your house for you to relax.

My place is: _____

3. Things you do to get comfortable. (take shoes off, listen to music, lie down)

I _____

4. Some things you do to become relaxed. (take deep breaths, massage yourself, tense and relax your body)

I get relaxed by _____

5. Think some good or pleasant thoughts or a pleasant word.

My pleasant thought or word is: _____

6. Continue to practice relaxation exercise.

My practice times are _____

7. Results of practicing. (more calm, relaxed, in control)

I notice the following results after practicing relaxation exercise _____

Other Breathing Exercises

#1 Simple Breathing

Imagine it's a cold day and you can see the puff of your breath on the air. Is it a big puff?

Now try breathing using your stomach. Try to picture your chest as a big balloon that opens and closes.

When you breathe in (inhale), the balloon opens.

When you breathe out (exhale), the balloon closes.

You push your stomach out when you breathe in.

You bring your stomach in when you breathe out.

Try this a few times. Try to breathe through your nose. Put your hand on your stomach. Notice the way your hand moves up and down as you breathe in and out.

Practice: inhale - exhale (repeat several times).

#2 Full Breath

Try this exercise sitting, standing and lying down.

1. Exhale deeply, emptying your belly.
2. Inhale slowly as you fill up your stomach.
3. Continue inhaling as you expand the chest.
4. Continue inhaling as you raise the shoulders up towards your ears.
5. Hold for a few comfortable seconds.
6. Exhale in reverse pattern, slowly. Release shoulders, relax chest, empty your belly.
7. Repeat. Practice a couple of times until breathing becomes smooth and natural.

#3 Alternate Breathing

Practice: Inhale through the left nostril gently, while blocking the right by pressing it lightly with your thumb. Count -- 1 -- 2 -- 3 -- 4.

Put your third finger over your left nostril and press it lightly while you release your thumb, and exhale through your right nostril. Gently release all the air as you count 1, 2, 3, 4.

Do the reverse movement, breathing in through the right nostril and exhaling through the left nostril counting as you do it.

Breathing through right nostril only makes you more alert and awake. Breathing through the left nostril is calming and relaxing. Practice a couple of times.

TENSION-INATTENTION RELAXATION

You will be pleasantly surprised at how relaxed you become with this method. You can learn this technique with 3 or 4 practice sessions, but you should try this method for at least once a day for two weeks. This activity will help you remain relaxed during the daily situations.

Instructions: This is a series of six exercises. They are done lying down, but can be done while sitting in a chair.

- Exercise One:
- a. Sit at the edge of your bed, or on the floor.
 - b. Close your eyes and keep them closed for all six exercises.
 - c. Let your neck and shoulders be as loose as possible.
 - d. Rotate your head slowly in a clockwise direction four times, making the muscles still more loose.
 - e. Reverse direction and rotate your head in a counter clockwise direction four times.

- Exercise Two:
- a. Lie down and raise your right foot about 12 inches.
 - b. Make your leg muscles as still and tight as possible.
 - c. Visualize the muscles in your leg from toes to hip. Keep your attention on them and try to make them tight and tired.
 - d. Hold your leg up as long as you can. Let it get so tired that you can't hold it up anymore.
 - e. Let your leg go completely limp and loose as you let it drop quickly.

Exercise Three:

- a. Raise your leg and divert all your attention to it.
- b. Repeat all the steps for Exercise Two only with your left leg.

DEEP BREATHING RELAXATION EXERCISE



Procedure:

1. Begin by finding a comfortable position and a quiet place, then close your eyes.
2. Start to notice your breathing. As your breathing becomes regular, slowly begin to take several deep breaths. You may begin to say quietly to yourself: Inhale 1, 2, 3, 4. Hold 1, 2. Exhale 1, 2, 3, 4. Inhale 1, 2, 3, 4. Exhale 1, 2, 3, 4. Do this several times. After doing this, notice how your body feels.
3. If you still notice any tension or stiffness in your body, continue to take several more deep breaths and say as you inhale, "I breathe in peace and calmness." Hold and say when you exhale, "I breathe out tension and discomfort." Say this three times.
4. As you continue to breathe, use your imagination and visualize a warm light surrounding you. This light could be any color you want. It is a soft light. As it surrounds you, imagine your body being filled up with this light as you breathe in. You begin to feel the peace and calmness of this light. During this time you may begin to repeat an affirmation or word or a positive phrase such as:

"I will work out my problem."	"I can make it."
"I really like myself."	"I am at peace."
5. After you have said your positive phrase or word, continue to relax and enjoy this time. You should take time to notice how good it feels to be completely relaxed.
6. When you are ready to end your relaxation, slowly and very gently begin moving different parts of your body until you are fully alert.
7. Take in a full, deep breath, bringing in fresh oxygen and new energy into your body. Breathe out the stale air and old energy.

Lesson #7

Visualization and Guided Fantasy

Term Definition:

Visualization: The process of using your imagination to create mental pictures in your mind.

Objective:

To help student understand how to use visualization and guided imagery to reduce stress.

Material Needed:

Handout #7-1 - Visualization
Handout #7-2 - My Visualization

Resources:

Teachers can order relaxation tapes from resources listed in back of this booklet.

1. Mini-Lecture: Fearful Thoughts

Inform students that a great deal of stress is caused by one's thoughts and/or beliefs. Before and during a stressful situation, one's personal thoughts (internal) trigger a variety of feelings such as fear, worry, anger, and anticipation, some of which do not help to cope positively with stress. A great deal of stress that starts in our minds is expressed through our feelings, beliefs and/or thoughts about something. Usually these thoughts are negative, unproductive and unpleasant. It appears that more energy is used to generate a considerable amount of negative thoughts than positive thoughts. For example, ask students the following questions or let them complete Handout #7-1.

What would you think if . . .

Example 1. You arrived at a party before your friends and you didn't know many of the people?

Example 2. Your parents were over three hours late returning home from work without calling?

Example 3. You got a note to report to the principal's office unexpectedly?

Example 4. You have to take a test that determines whether you pass or fail?

Exercise Four:

- a. Raise your right arm to a salute position, but with your fist clenched.
- b. Stiffen and tighten the muscles.
- c. Keep your thoughts on this arm only.
- d. It will take longer to tire your arm because it is lighter than your leg.
- e. Let your arm fall limp to your side when it is completely tired.

Exercise Five:

- a. Immediately raise your left arm.
- b. Repeat all steps for Exercise Four.

Exercise Six:

- a. Imagine a circle about four feet in diameter on the ceiling above you.
- b. Keeping your eyes closed, follow this circle with your eyes four times in a clockwise direction. Do this slowly.
- c. Reverse direction and follow the circle slowly in a counter clockwise direction.
- d. Imagine a square inside of a circle.
- e. Go around the square four times in each direction.
- f. Lie for a few moments and enjoy the relaxation.
- g. Divert your attention from your eyes by thinking of anything pleasant.

You can enjoy the feeling of relaxation for awhile if you wish, but be sure to arouse yourself slowly and gently.

Quickie-Mini Relaxation Exercise:

To release tension and feel more relaxed in a short amount of time, tense all the muscles in your body, starting with your face, jaws, tongue, neck shoulders, arms, hands, chest, stomach, trunk, legs and feet. Hold the tension and count to 15, then release the tension all at once with a deep breath. Repeat this several times as necessary.

2. Lecture and Exercise: Visualization Exercise

Visualization involves using your energy to create a positive visual picture or image of what you would like to happen. Using your mind as a T.V. screen, picture what you want to happen that will be pleasant and acceptable to you. Put together your positive thoughts and your positive picture to visualize what you want to happen.

Visualization is the use of our creative energies within to formulate positive pictures/images in our minds of things that we would like to happen for us. Visualization involves use of one's imagination to picture what one wants to happen. Visualization is more effective when one is in a relaxed state of mind.

When visualizing, it is very important to FEEL what we want to happen to us. By using our minds to visualize, our emotions and body sensations to help focus, it becomes real inside us. Once that happens, it is easier to draw ourselves nearer to our goal.

Directions:

To start a visualization, ask students to be quiet and begin by taking a few deep breaths. Ask students to go to the place in their minds where they can create and imagine. See yourself in your imagination/mind feeling good and confident -- feeling very proud of yourself. (To help students get a picture ask them to think of a time when they won a prize or award, a trophy, a contest.) Ask them to notice their bodies' expressions, the thoughts in their minds and their feelings. Now ask them to capture those feelings and think about a present or upcoming situation in which they would like to have this same kind of success. Begin to picture what they would need to do to have this same kind of success. Ask them to picture the successful completion of their tasks and begin to feel confident in their ability to complete it. Tell them that they are getting ready to open their eyes soon, but for them to remember this picture and their feelings about it. They should take time each day and return to that place in their minds to continue to visualize their picture of success.

Lecture continued:

Steps: There are four basic steps for effective creative visualization. They are:

1. Set your goal. Decide on what it is that you desire to achieve. For example, good grades, more friends, a job, or improved health.
2. Create a clear idea or picture. Create in your mind a clear picture of what you want to achieve. Include as

much detail as possible. For example, if you want to improve your grades, know which subject area you want to improve and see what grades you want. Begin to outline what things you need to do to reach this goal, such as studying time. Be sure to encourage students to allow the mind, body and emotions to work together while visualizing.

3. Focus on it often. Bring your idea and your mental picture to mind as often as possible during your working hours. It would be good if you can spend some time on your idea in the morning when you wake up and at night before you go to bed.
4. Give it positive energy. Think about your goal in a positive way. Begin to create affirmative or positive statements concerning your goal. Continue to give it positive energy until goal is achieved.

Visualization Exercise:

Have students sit quietly and comfortably. Have them take a couple of deep breaths. Tell students to imagine they are breathing out all negative or bad feelings and breathing in good feelings. Then begin reading the imagery exercise. (Note that for some students it may be hard for them to sit still and concentrate on this exercise). If this is too difficult, have students put their heads down and try another time.

Begin in a quiet and soft voice. Ask students to close their eyes. If you have some quiet music, this can be played in the background. Read the following story to them very slowly, pausing between each sentence.

Guided Imagery Exercise: Trip to the Woods

Today we are going to take a short trip to the woods. We are going to use our imaginations--that part of our minds that sees pictures and can create. Imagine that you are walking along a path in the woods. It's a friendly wooded area and only friendly animals live there. It's a sunny day and the sun feels so good on your face, arms and legs. Some of the leaves look like diamonds because of the sun sparkling lights on the leaves. A gentle breeze blows and it smells fresh and good. You take a deep breath. As you are walking you can feel the leaves crunch softly under your feet. Up ahead you see a stream flowing with clear and cool water. You lean over and take a sip and notice how beautiful the stream is. You begin to hear some animal sounds and notice a friendly baby deer by a tree. You walk over and pet the deer and it begins to smile. You continue your walk and notice a big, beautiful, leafy tree with plenty of grass around it. You decide to sit by the tree and rest. While you are resting you notice the beauty of the woods. A colorful butterfly gently lands on your shoulder and whispers to you that all you need to do is take some time during the day and become still to experience your inner beauty. You thank the colorful butterfly for his wise words and begin to feel real good. You continue to relax there for a little while longer feeling real good about yourself and about your beauty. You think about the sparkling tree leaves, the fresh gentle air, the cool water, the friendly deer, and the wise butterfly. Everything is fine. Now you get up and slowly begin to return to your present environment. You take one last look and remember that you can return at any time in

VISUALIZATION

Visualization comes from the stem word "vision." Visualization means having a visual image or a picture of something in your mind. Your imagination is very key for creating a visualization. Visualization uses your creative energies and imagination to form a picture(s) of what you want to happen in your life. Usually when we are faced with a stressful situation, our typical reaction is fear. For example S.M. just received a note to report to the principal's office unexpectedly.



Activity Directions: Pick any of the following statements and write your reactions to them.

1. You arrive at a party before your friends and there's no one there you know.

My reaction would be _____

2. Your parents are over three hours late returning from work without calling.

My reaction would be _____

3. You get a note to report to the principal's office unexpectedly.

My reaction would be _____

Why? _____

4. You have to take a test that will determine whether you pass the class.

My reaction would be _____

Why? _____

your imagination to this place. You say goodbye for now. Slowly you begin to be aware of your body, moving your toes and feet slowly, now your legs. Slowly move your chest and your arms and fingers. Then move your neck and head. Open your eyes and you are back feeling calm, relaxed and refreshed.

10. Follow-Up Discussion:

Ask volunteer students to share their experience in the woods with the class. Note that for some students first time imagery relaxation may be hard. Ask them to try again the next time and give themselves some time to become comfortable with imagery relaxation. No one should be forced to relax. Ask students who do not wish to participate to remain quiet while others are participating.

11. Creative Writing: Suggestions and Activity

Students who enjoy guided imagery fantasy should be encouraged to write their own fantasy relaxation and record it on tape with gentle music.

Review (5 minutes): Go over objectives from today's lesson.

Other Follow-Up Suggestions and/or Homework Assignments.

1. Ask students to practice one of the ways of handling stress during the next 24 hours.
2. Have students tape one of the visualization and/or guided imagery exercises on a cassette. Have students create their own visualization and/or guided imagery tapes to share with class. Keep tapes by the listening center area for students to use. Be sure to encourage the students to allow the mind, body and emotions to work together while visualizing.
3. Have students gather in a circle, sitting or lying down and close their eyes. You or a student can begin an imagery exercise. Each person can make one statement, such as "We are walking around the edge of a beautiful lake on a sunny day and we see fish swimming in the water underneath the reflection of flowers and trees on the shoreline." Each person adds a personal touch with a sentence to the imagery in order to form a group journey. Afterwards, facilitate a discussion.

Lesson #8

Feelings and Anger Control

Objective:

1. To help students understand how feelings can cause stress.
2. To help students learn ways to express anger in a positive way.

Materials:

Handout #8-1 - Who Controls Your Feeling?
Handout #8-2 - How Do You Express Your Anger?
Handout #8-3 - A, B, C, D Ways To Get Anger Out!

Resources:

28 Ways to Vent Your Anger: A Book of Anger Exercises. Susan El-Shamy. Crescent Publications, Box 2498, Bloomington, IND 47402.

How To Get Anger Out. Jennie C. Trotter, M.Ed., Wholistic Stress Control Institute, Inc., P.O. Box 42481, Atlanta, GA. 30311.

Suggestions: Set up an Anger Center in the room. In a bag put items that students can hit, bang, shake or punch, for example, pillows, clay, play-dough or newspapers. This will encourage students to get anger out in a positive way.

Procedure:

Briefly review previous lesson and homework and state today's objectives.

1. Mini-Lecture: Feelings

Feelings can affect our bodies, minds and actions. To some extent one must remember that he/she does have some control in his/her choice to feel happy or sad in certain situations. Students should become aware of their feelings and accept their feelings for just what they are. Feelings help us express the way we feel, think and act. All feelings are important and should be expressed. Students should remember if they are experiencing a feeling that they don't like, then they can change it by making a decision to positively cope with that feeling.

2. Discussion and short exercise: Feelings

Begin by asking students how many feel good about themselves. Ask them to tell why. Ask students who they think controls their feelings. Explain to them that most people believe that external/outside forces control the way one feels. For example, have they ever heard someone say:

"You make me mad."

"What you did made me feel
good/bad."

"You hurt my feelings."

"You make me sick."

"You get on my nerves."

MY VISUALIZATION

A large, empty rectangular box with a decorative, wavy border, intended for a drawing or visualization.



1. How many ways on the list involve hurting someone?
Something?
2. Which ways are negative, destructive, harmful, unhealthy?
3. Which ways are positive, constructive, helpful, healthy?
4. Which ways can we do by ourselves? With another person?
5. What happens when anger is kept within or inside us?
6. Draw two pictures demonstrating (1) the results anger has on a person's body when it is kept inside and (2) how the body looks and feels when the person healthily releases the anger.

Remind students that anger is an emotion that we all have. Anger is not positive or negative. It is an expression of our feelings. Ask students to think of a time when they got angry for a good reason or bad reason and discuss. What we need to be careful of is how we express our anger, which can be positive or negative.

Activity: Handout #8-2

Have students complete Handout #8-2, "How Do You Express Anger?"

4. Discussion and Role Play

Positive Ways to Handle Anger: Listed below are some positive ways to express anger from the pamphlet 28 Ways to Vent Your Anger. Suggest and share some of these ways with your students. Have students act out some of these ways.

Positive Ways To Handle Anger

- | | |
|--------------------------------|------------------------|
| - Pillow pounding or kicking | - Running/exercise |
| - Clay pounding | - Counting to 10 |
| - Tearing up paper | - Screaming loudly |
| - Write your feelings on paper | - Take deep breaths |
| - Dancing to music | - Tense-up and relax |
| - Talking to an empty chair | - The two minute growl |

5. Make copies of S.M. demonstrating ways to get anger out Handout #8-3 and have students role play.

Everyone has made those statements, but what one fails to realize is that even though outside/external forces may have some effect on your feelings, you make the choice inside/ internally about how you are going to cope with that feeling. So even though a bad feeling may be caused by something you have no control over, you do have control over how that feeling is going to affect you. Read these two examples to students.

Example #1

Juanita and Alfred are often teased by some of their classmates. Juanita laughs it off or pays very little attention to it. On the other hands, Alfred gets very upset and often winds up in a fight.

Example #2

Cheryl and Sean were told by their parents that they would be grounded for two days without any T.V. Sean kept himself busy in his room and worked on some uncompleted school work. He felt content and the time went by fast for him. Cheryl complained and grumbled the whole two days about how boring it was staying at home. She was miserable the whole time and the time dragged out very slowly.

Discuss with students the following questions:

- What are the stressors?
- What were some of their feelings?
- Whose decision was it to feel that way?
- What are some of the ways they dealt with the stressors?
- Which was positive/negative?
- What would you have done?
- It is possible to make a bad situation good? How was it done?
- Give some examples of how you have done this before.

3. Activity: #8-1

Have students complete Handout #8-1 "Who Controls Your Feelings?"

Discussion - Ways To Handle Anger:

Brainstorm - Ask students to make a list or write on the board ways in which they handle their anger when they get upset. After the list is completed, have a discussion using the following questions.

WHO CONTROLS YOUR ANGER?



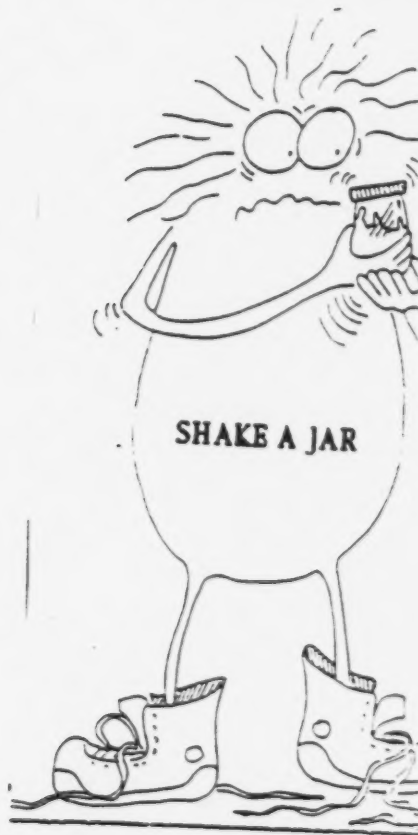
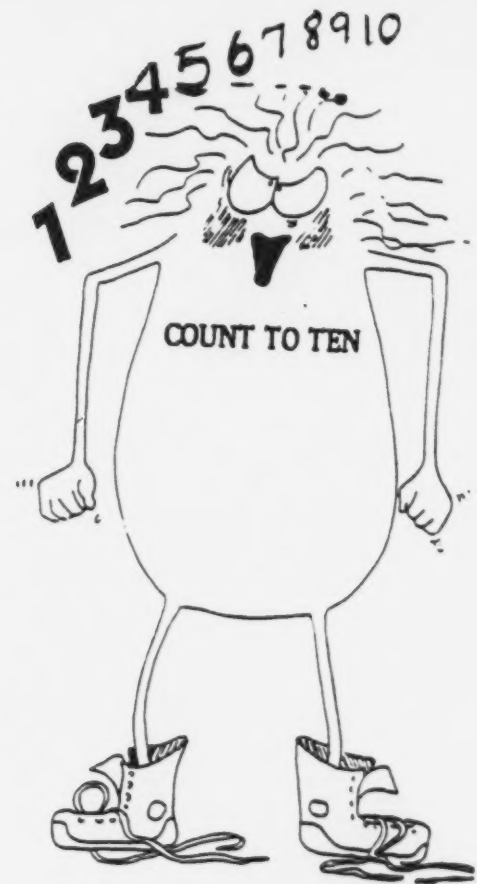
By the statements above, you would think that other people control your feelings, but in reality we choose the feelings we feel. When things go wrong, we can choose to get upset over them or we can choose not to let them bother us. Let's look at this example:

S.C. and S.M. are often teased by some of their classmates. S.C. laughs it off and pays very little attention to it. S.M. usually becomes very upset and often winds up in a fight.

Answer these questions:

1. What are the stressors here? _____
- 2a. What are S.C.'s feelings about it? _____
- b. Whose decision was it to feel like this? _____
- 3a. What are S.M.'s feelings about it? _____
- b. Whose decision was it to feel like this? _____
4. What are some ways that S.C. dealt with this stressor? _____
5. What are some ways that S.M. dealt with this stressor? _____
6. What would you have done? _____
7. What is the best way of handling a situation like this? _____
8. Did you know that choosing your feelings could make a bad situation good? _____
9. Have you ever done this before? _____
10. Tell us about it. _____

6. Have elementary students color **Handout #8-3** and make a poster board of various ways to get anger out. Give each student one picture to role play.
7. **Review:** Use the last five minutes to briefly review objectives. This should be an informal discussion period.





Anger is a feeling that we all have and it needs to be expressed. Most people think that anger is a bad feeling, but it is not. Anger is a normal emotion or feeling we have. What makes anger good or bad is the way we choose to express it. It is good to express your feelings and not keep them locked up inside. When you keep your angry feelings inside, they begin to build up inside your body as "stress." These feelings can bring on other signs of stress such as illness, withdrawal, fighting, depression, etc.

Directions: To help you prevent anger build-up in you, list some of the ways you handle anger in each column.

Positive Ways I Express Anger

Negative Ways I Express Anger

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

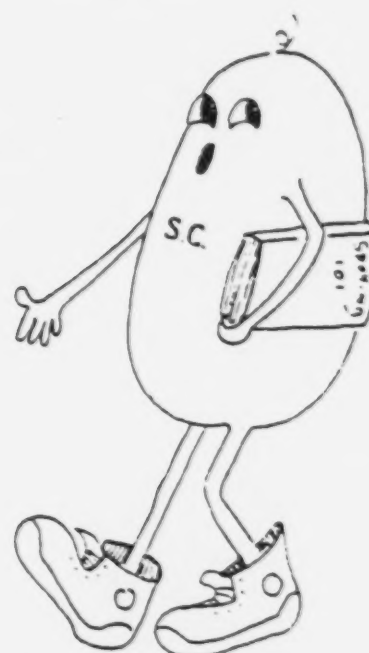
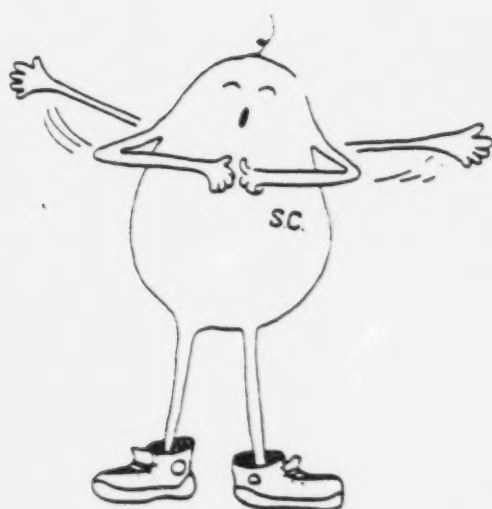
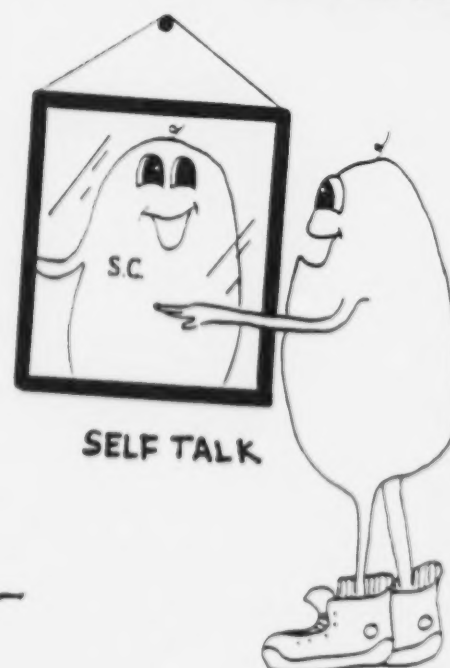
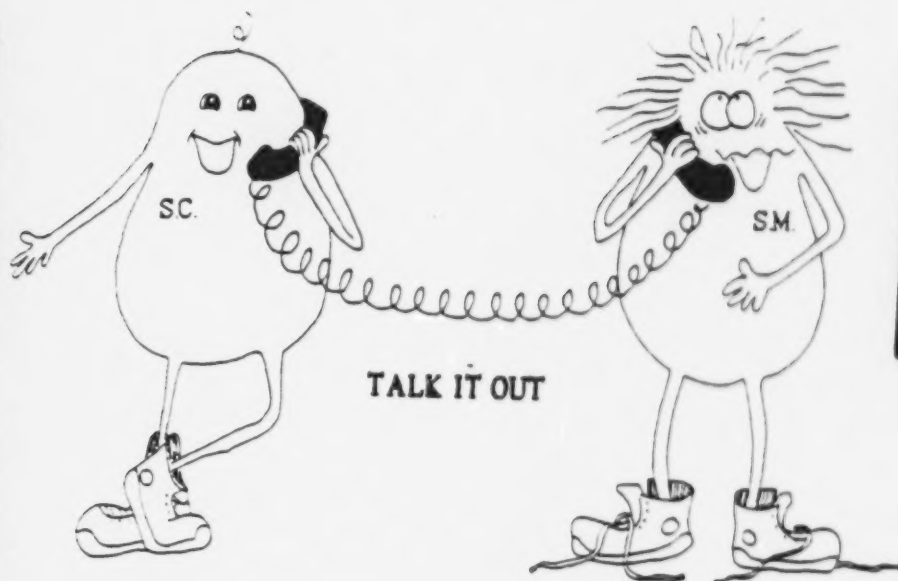
Brainstorm in the group and think of some other constructive ways of handling stress. Remember if you are expressing your anger in a negative way, such as fighting, this could cause you more stress.

Complete the following exercise:

1. Name the thing, event or person that caused you to have angry feelings. _____
2. When did this happen? _____
3. Why were you angry? _____
4. How did you express it? _____
5. Was this a good or bad expression? _____
6. What did the other person do? _____
7. Were you satisfied with the way you expressed your anger? _____
8. If not, how would you handle it the next time? _____
9. Can you control yourself when you get angry? _____
10. Name some positive things you can do. _____
11. List the body parts that signal to you when anger might get out of control. _____

OTHER ANGER RELEASING ACTIVITIES

Handout #8-3C



ANGER RELEASING ACTIVITIES

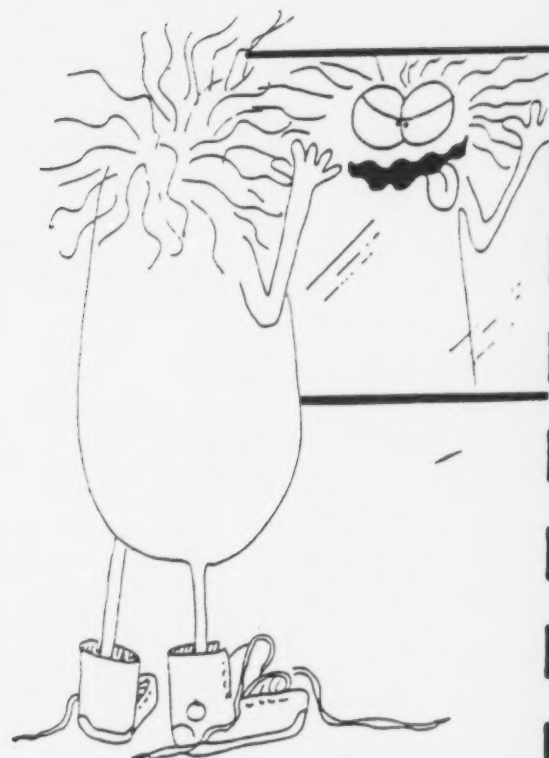


MAD GROWL

ANGER SCREAM



PUNCH A PILLOW



MAKE FACES

Lesson #9

Positive Communication

Term Definition:

Communication - the giving and receiving of information.

Objective:

The student will learn positive communication skills.

Materials Needed:

Handout #9-1 - Positive Communications

Procedure: Review previous lessons and homework and state lesson objective.

1. Activity: Mini-Lecture and Discussion on Communication

Start by asking students to define the word communication. List suggestions on board. Then give this definition. Communication is the giving or receiving of information. Inform students that there are different kinds of communication --verbal and non-verbal.

Verbal Communication - has to do with words we speak from our mouths. Ask students to think of some things we say to people when we want to hear more about what they are saying (list suggestions on board). For instance, "Tell me more," "And then what happened," or "You don't say".

Non-Verbal Communication - words or phrases that are communicated by using our bodies. Have students name some. For instance, nodding, facial expressions, hand and head movement, eye contact or sign language.

Written Communication - communications that are written down in symbols, codes or words, for example, s.o.s. or letters.

2. Activity:

Have students role play some of the non-verbal movements or some of their non-verbal suggestions.

smile

roll your eyes

stamp your foot

raise your eyebrow

drop your head

blink your eye

tap your fingers

shake your leg

ANGER RELEASING ACTIVITIES



ANGER STOMP



MAD DANCE



MAD RUN



TEAR NEWSPAPER

Situations:

1. Someone jumps in front of you in line.
2. Someone promises to take you somewhere but doesn't.
3. Someone is making noise while you are trying to study.
4. Someone damages your notebook.
5. Someone takes your seat at a movie.

Use the three (3) steps for positive communication:

1. I feel _____
2. When you _____
3. I want _____

5. Miscommunication and Misunderstanding Problems:

Very often people can be misunderstood. That is because miscommunication takes place. Someone may not say hello to me and I may assume she doesn't like me or is mad at me. So I will think all kinds of negative thoughts about myself and her. Then later, if I find out she was nauseated and on the way to the restroom, I discover I have wasted a lot of time and energy, as well as created a bad stress for myself. It is important to develop a way to CHECK things out with others before creating a story in our minds that might not be true. When we do this, the tone of voice we use makes a big difference. For example, checking out something in a gruff tone might sound like we are already angry and have our minds made up. But if we use a gentle tone voice, there is a chance of having better communication. When a situation occurs that needs to be checked out, consider the following options or create your own:

- I would like to check something out with you. When you passed me in the hall yesterday, why didn't you say hello?
- I felt badly when you didn't meet me at the bridge. Could you please explain why you weren't there so I will understand?
- I am puzzled by something that happened and would like help in understanding, if you have some time to talk now . . .

6. Follow-up Activities:

Role Play: Have students act out some of these situations and discuss afterwards.

7. Review today's lessons.

8. Homework: Ask students to use an example of positive communication at home.

3. Mini-Lecture: Positive Communication

There are many times when one wants to communicate his/her feelings about a certain situation, but refuses to because one is afraid of what the other person may do or say, or one is not sure how to say it. Go over some of the following situations and ask students to suggest some situations.

Example 1: Someone promises he/she will do something and then he/she doesn't.

Example 2: Someone takes your seat.

Example 3: Someone is using something of yours without asking.

Positive communication statements help us express what one is feeling, the effects of the other person's actions and what one would like to see done. These statements help to identify one's own feelings without judging the other person. Go over the following steps with students.

Positive Communication Statements involve the following:

Step #1 - Letting the person know how one feels.

Start statements with "I feel _____"

Step #2 - Letting the person know what he/she did.

"When you _____"

Step #3 - Letting the person know what you want to happen.

"I feel _____"

For example: Someone steps on your toe without saying anything.

- A. I feel angry.
- B. When you step on my toe without saying anything.
- C. I want you to watch where you are going or I want you to be more careful.

4. Activity: Handout #9-1 - Positive Communication

The following are some suggestions for Positive Communication Statements. Have students try one. Students may also identify personal situations for their use with these statements.

Lesson #10

Problem Solving

Objective:

The help students learn the basic steps for problem solving.

Material Needed:

Handout on Problem Solving #10-1

Procedure: Review previous lessons and homework and state today's objective.

1. Problem Solving Exercise and Discussion:

Many stressful situations arise from not knowing how to solve problems. There are five (5) basic steps that can be used to solve problems of any kind. Write steps on board.

- Step #1 - State the problem.
- Step #2 - Brainstorm all possible solutions
- Step #3 - Name any consequences or risk for any solutions stated.
- Step #4 - Choose the best solution for you.
- Step #5 - Evaluate your choice.
- Step #6 - Take time to imagine yourself in each possible solution and FEEL your body's response.

Good choice because _____

Bad choice because _____

Directions: Use the following problem as an example and go over with students. List problem on board and have the group brainstorm answers for each step.

Step #1

1. Problem - Aaron lost his keys and can't get in the house.
2. Brainstorm all possible solutions.
 - A. Continue to look for keys.
 - B. Call parents.
 - C. Ask a neighbor or friend if he can stay with them.
 - D. Stay outside until someone comes home.
 - E. Try to break into the house.

Step #2

3. Name any consequences.
 - A. May be unable to find them.
 - B. May be upset with him.
 - C. May not be home.
 - D. Weather may be cold or rainy.
 - E. May break a window.

74

POSITIVE COMMUNICATION STEPS

It is important when communicating with someone in a stressful situation that you let them know:

For example: Someone steps on your toe without saying anything.
A Positive Communication Response would be:

Step #1 - Letting the person know how you feel.
I feel angry

Step #2 - Next let them know what they did. Be specific.
When you stepped on my toe without saying anything.

Step #3 - Letting the person know what you want.
I want you to be more careful or
I want you to watch where you are going.

Take time to imagine yourself in each possible solution and FEEL your body's response.

Try the following exercise using the three (3) steps for positive communication above.

Remember:

Positive Steps

Step #1 - State how you feel;

Step #2 - State what the person did; and

Step #3 - State what you want to happen.

Situation A: Someone takes your seat at the movies.

Step #1 - I feel _____

Step #2 - When you _____

Step #3 - I want _____

Situation B: Someone promises to take you somewhere but doesn't.

Step #1 - I feel _____

Step #2 - When you _____

Step #3 - I want _____

Situation C: Someone is screaming in your ear at a game.

Step #1 - I feel _____

Step #2 - When you _____

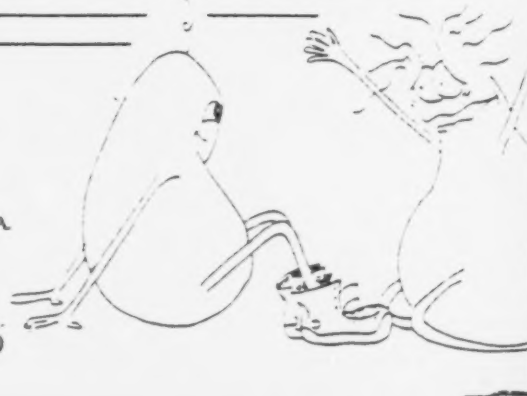
Step #3 - I want _____

Create your own situation. _____

Step #1 - I feel _____

Step #2 - When you _____

Step #3 - I want _____



PROBLEM SOLVING

Directions: Using any of the suggested problems listed below, work out the five (5) steps to problem solving.

Suggested Problems:

1. You smell smoke from your neighbor's house.
2. Your friend steals some money from you.
3. You overspend you money at a game and don't have enough to get home.
4. You found out your boyfriend/girlfriend is involved in drugs.
5. You witness a crime in your community.
6. Your boyfriend/girlfriend is encouraging you to have sex.
7. You have a big test to study for and your friend invites you to a concert.
8. You think someone is following you home.
9. You are at home alone and you hear a window break.
10. Someone wants to fight you.

STEPS FOR PROBLEM SOLVING

Step #1 State the problem.

Step #2 Brainstorm a list of possible solutions.

Step #3 Name the consequences for each solution.

Step #4 Choose the solution best for you.

Step #5 Evaluate your choice
(What did you learn?)

Good choice
because _____

Bad choice
because _____



lost keys

Step #3

4. Choose solution best for you.

Aaron decided to:

- A. Call parents and . . .
- B. See if he could stay with a friend until parents come home.

Step #4

5. Evaluate your choice.

Good choice because parents were understanding and he had a good time at his friend's house.

Bad choice because he was unable to reach his parents and his friend was not at home.

2. Exercise Directions: Have students identify a problem that they have or had and apply the steps. Students can also make up problems that may not be true. **Handout #10-1 on Problem Solving.**

Answer any questions students might have with this method. Instruct class to use these steps on a problem they have recently encountered. Check students' work.

Follow-Up Activity: Have students role play some of these problems.

Some problem suggestions:

- . Someone wants to fight you after school.
 - . You see your friend shoplift in a store.
 - . You lose your money for a trip that your class is going on today.
 - . Your mother is an hour late to pick you up and a friend offers you a ride.
 - . You are home alone and the lights go out.
 - . You smell smoke from your neighbor's house.
 - . A bully continues to tease you at school.
 - . You think someone is following you home.
 - . Your friend steals some money from you.
3. Review with students.
 4. Have students use the steps to problem solving at home with a family problem.
 5. Draw/color what you look and feel inside your body when you do use problem solving skills and same to show how you look and feel inside when you don't use problem solving skills.

and discuss. Inform students that there are three different ways one can respond to a conflict. Introduce the three different ways.

3. Mini-Lecture: Conflict Resolution Responses

There are three conflict resolution strategies. They are:

1. Passive Response - Avoid conflict and repress feeling; walk away or leave.

Advantages - Survival involved, no fights.

Disadvantages - Doubts, fears, may happen again; low self-concept.

2. Aggressive Response - Verbal and physical abuse, threats, violence.

Advantages - Only one winner.

Disadvantages - Revenge, anxiety, physical harm.

3. Assertive Response - Open channels of communication, compromising solution mutually satisfying to both.

Advantages - Work problems out. Both sides can win; listen to each other's needs, human values and respect.

Disadvantages - Takes longer and both parties must be willing to talk.

4. Optional Short Visualization Exercise - Have students close eyes and imagine three behaviors, noticing where they feel body tension and then how they feel about themselves.

5. Discussion and Handout: Conflict Resolution

After you have discussed all the conflict resolution responses, ask students who mentioned physical confrontation if they would like to role play a different response. Fully discuss consequences for each action taken. Try to get students to see the consequences of a violent action and pattern for the immediate solution for problem solving. For example: What happens if you assault someone? Can you get arrested for hitting someone? Have students complete Handout 11-1, Conflict Resolution.

6. Activity: Role Play

Have student role play various situations with a corrective strategy. Use additional role play suggestions or have students suggest some. Indicate to students that there are some extreme situations where physical confrontation cannot be avoided. Where possible, students should seek a non-violent solution, but if completely impossible, students should defend him/herself.

Lesson #11

Conflict Resolution

Term Definition:

Conflict Resolution - A solution to settle a disagreement.

Objective

The students will learn conflict resolution strategies for dealing with stress.

Materials Needed:

Handout #11-1 - Conflict Resolution

Procedure: Review previous lesson and homework assignment.
State lesson objective.

1. Conflict Resolution - Start by asking students for a definition of the word "conflict". Write definitions given on board. Next ask students to define the word "resolution". After discussion, give the following definitions:

Conflict - A disagreement between two or more people or within yourself.

Resolution - An answer or solution; decide upon, agree with or to solve.

2. Exercise: Conflict Resolution

Give the students the following problem and ask them how they would solve it. You may also put these problems on a card and pass them out.

Conflict Situations: Have students suggest some situations.

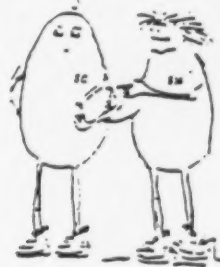
1. Someone got angry with you and asked you if you wanted to fight.
2. Someone, in the heat of an argument, called your mother a dirty name.
3. Someone called you a name - for example, "nigger" or "honky"; "stupid" or "dumb".
4. Someone steals something of yours and refuses to return it.

Directions: Have an open discussion on the students' answers given or you may have students role play. Introduce the following strategies or approaches for handling conflict, and have students categorize their answers by a particular strategy,

DEALING WITH CONFLICTS

Conflict produces stress, when not handled correctly. Three different responses to a conflict are: 1. Passive 2. Aggressive 3. Assertive

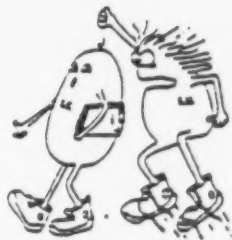
EXAMPLE: Someone took your book without asking.



A passive response To A conflict may include walking away.

Passive Response
(Doing and saying nothing)

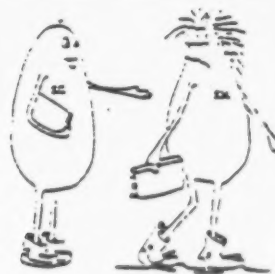
A Passive Response: "It's O.K., I don't need it now anyway".



An aggressive response To A conflict may include yelling, name calling, Or fighting.

Aggressive Response
(being loud, pushing And fighting)

An Aggressive Response: "Give me my book before I hit you".



An assertive response To A conflict may include speaking up for yourself and saying what you want to happen.

Assertive Response
(Talking things over)

An Assertive Response: "Don't take my book without asking me".

REMEMBER: A Passive Response denies you the opportunity to say what you feel An Aggressive Response usually results in a fight or argument an Assertive Response usually says in a direct way what you want done. An assertive response allows you to be respectful of yourself and others.

7. Review today's lesson.

8. Homework:

Have students use one of these methods during the week when they encounter conflicts.

Lesson #12

Physical Exercises

Objective

To help students learn physical exercises that will reduce daily stress.

- A. Yoga - a slow physical movement exercise.
- B. Massage - a gentle rubbing or touching of the body.
- C. Accupressure - the process of applying pressure to key locations on the body.

Materials Needed:

Request that students wear loose fitting clothes and do exercises on mats or rugs.

Handout #12-1 - Accupressure for Headaches

Resources: Be Frog, Bird, or A Tree, Rachel Carr
Center Play, Holly Huth

Suggestion: Set up an area in the room which students can use for yoga and massage.

Procedure: Review previous lesson and state lesson objective.

A. Yoga

Mini-Lecture: Start by giving students a brief history on the background of Yoga. Yoga is an exercise that started in India many years ago. Indians produced many Yoga positions to help their muscles relax. Many of the Yoga exercises come directly from various animal postures; for instance, the bird, stork, or frog. Yoga exercises help teach one balance and breathing. Remind students to participate in exercise that they can do naturally. Never force their bodies to do anything difficult. Where possible, use the resource books to show students various pictures of positions.

Game Suggestion:

1. Have students pretend they are something real soft. Example: cotton, playdough, clouds or feathers. Go over to touch and check their bodies for softness.
2. Have students tense up a particular part of the body, then go around touch it. Next, have students relaxed or soften

CONFLICT RESOLUTION EXERCISE

Directions: Choose some of the problems below and write the three different responses to them.

Conflict #1 - Someone calls you a dirty name.

Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #2 - Someone bumps into you without saying anything.

Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #3 - Someone damages your property (clothes, radio or tape).

Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #4 - Someone tells you a lie about you.

Passive Response _____
Aggressive Response _____
Assertive Response _____

Create your own conflicts for 5 and 6. These may be conflicts that you have experienced recently or that might have happened to you.

Conflict #5 _____

Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #6 _____

Passive Response _____
Aggressive Response _____
Assertive Response _____

Other Exercises:

Have students lie flat on the floor, with legs straight out in front of them and arms at their sides. They should close their eyes and focus on their breathing rhythm, noticing whether or not it is shallow and irregular or deep and even. Encourage them to pay attention to their bodies as they breathe, really feeling the oxygen going into their lungs and releasing stale energy as they exhale. Next, either guide them through a relaxation exercise or put some relaxing music on for them to listen to, or a combination of both. Explain that no muscles should be tense at all, but to imagine they are so relaxed that they are sleeping soundly. Do this for 15-30 minutes, according to time allotment. Then facilitate discussion after students stretch muscles, open eyes and sit up. Explain this is an exercise to get needed rest while releasing tension in a short amount of time.

MASSAGE

B. Massage: The benefits of touch for relaxation and health are beginning to be realized by a great many. Children have always delighted in a touch from a caring adult. Sometimes just stroking a child's shoulders or head can help instill the feeling of security and lovingness. Even though people who practice the art of massage go to school many years,

there are some basic strokes that we can teach students in order to relieve some tension from their bodies.

Procedure: Massage is most effective on a firm surface, such as a mat or blanket. The majority of stroking that one does with massages are in a circular movement. Have students begin and end each exercise with a deep breath.

Head and Face - Have students begin their circular movements with their fingers on their faces. Slowly go up the side of the face; with both hands, come down the middle of the face, out to the cheeks and down to the jaw bone and neck area. Then have students do their head area.

Arms and Legs - Start with legs. Have students sit on mat with legs stretched out. Ask students to reach down and clasp their legs and gently squeeze them. Slowly move their hands up towards thighs, continuing to squeeze gently. When they get to the tops of their legs, have them begin to massage on the sides of their bodies, then up to their shoulders and down their arms.

a particular part of the body, then go around and touch it.

3. Have students bring in small balls. Use ball to rub out muscle tension throughout the entire body. Hold ball under flat hand and begin to make circular movement with ball over body.

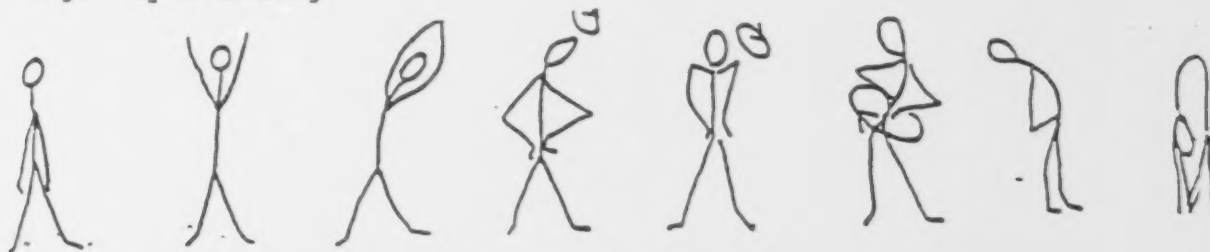
Activity:

Have students participate in the following basic Yoga exercises. Remind students to do the following:

BASIC YOGA

1. Follow these drawings in order.
2. Take deep breaths.
3. Don't hurry; move slowly.
4. Keep your attention on your muscles.
5. After each position, relax.

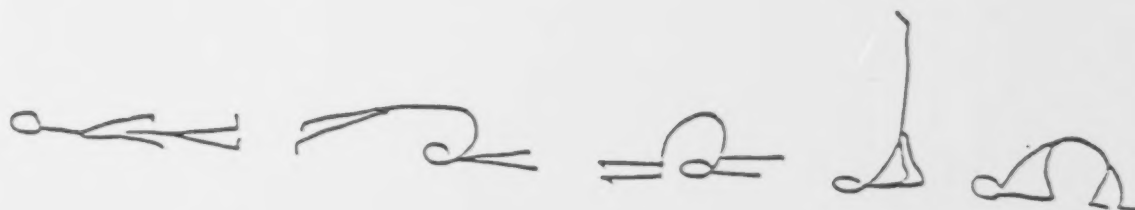
Begin by standing:



Next, assume a seated position. Breathe regularly and slowly.



In the seated position, complete the following movements.



ACCUPRESSURE

C. Handout #12-1 - Accupressure for Headaches

Mini-Lecture: Start by explaining to students that within our bodies we have certain points or places where the veins and arteries cross each other. A long time ago people in China discovered these points and found out that when pressure was applied to these points for 20 to 40 seconds it reduced the tension by allowing more blood to circulate in the painful area. These remedies are still used today and can reduce the common headache in people. Inform students that headaches are a direct result of not getting enough blood circulating in the head. When the pressure is applied and released from a pressure point in our bodies, more blood flows into that area, thus reducing the headache. Refer to the handout attached to this exercise and have students find some of their pressure points.

After you have correctly located the pressure point or points, press firmly with an index finger. Slowly rotate the finger for 20 to 40 seconds. You should experience relief from your headache within a minute or so. Some headaches may require expert treatment. If you are treating your headaches yourself or with a friend and not getting relief, it is time to see your chiropractor or doctor.

Suggestion: Another way to reduce a headache is by doing a hand stand for 30 seconds; this way all the blood in the body goes to the head.

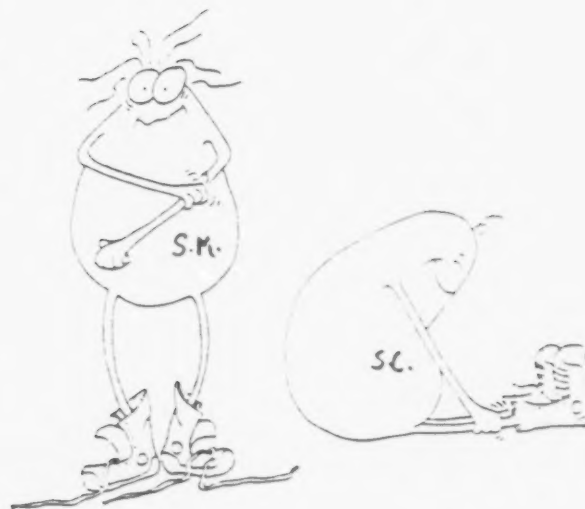
Review with students various exercises.

Homework: Have students share exercises with family members.

Fingers and Toes - Have students grab either fingers or toes and gently squeeze each finger or toe with their opposite hand, starting at the base of the toe or finger, slowly moving towards the toenail or fingernail.

Massage With A Partner - The above exercise can be done singularly or with a partner. Exercise mentioned here should be done with a partner.

Back and Shoulders - Have each student pair up and one person pretend to be a rag doll and bend over very loosely. The person standing should begin to play piano very lightly on the person's back . . . up and down the back and spinal cord. After the back is done the person can include the entire body in this method. Have them go down their arms, both sides, then the legs. Lastly, have the person stand up and the person who is giving the massage can begin to massage the person's shoulder's by gently clapping the area and squeezing gently. Another way this could be done is laying down.



Lesson #13

Nutrition and Stress

Term Definition:

Wholistic Health - involves all aspects of a person's health, such as physical, mental, emotional and spiritual.

Objectives:

1. To help students understand how a good diet and proper rest help reduce stress.
2. To help students get an understanding of how well they are doing in certain areas of their wholistic health.

Materials Needed:

Handout #13-1 - How's Your Diet?

Handout #13-2 - Is Your Life Balanced?

Procedure:

Review previous lesson and state lesson objectives.

1. Activity: Discussion on Nutrition and Rest

Ask students to write down what they had for dinner, lunch and breakfast the day before. Also ask them to indicate how many hours sleep they had last night. While students are completing this, teacher should write four food groups on the board. When students have completed this, have several students indicate how many servings they had from various food groups. After this is done, write the correct number of servings that students should have by each food group. Use chart below. Have students name other foods in different groups.

CHART DAILY FOOD SERVING REQUIREMENTS

(1)
Fruits and Vegetables
4 or more servings

(2)
Meat and Protein
2 or more servings

(3)
Bread and Cereal
4 or more servings

(4)
Dairy Products
3 or more servings

2. Mini-Lecture:

Go over chart with students, stressing the importance of a well balanced diet. Keeping our bodies in good physical condition enables us to be better prepared to deal with stress. For example, it's hard for John to take a test and do his best if he didn't receive enough sleep the night before.

ACUPRESSURE FOR HEADACHES

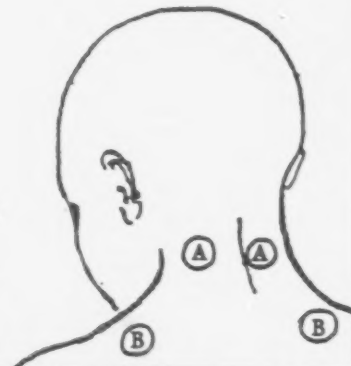
The following are acupressure points. Although every technique shown here may be used for symptomatic relief of headaches, you may find that one works better for you than others.

FENGCHI (pronounced feng chee)

The two pressure points are located right under and against the base of the skull in the two muscular grooves at the back of the neck. (Points A)

JIANJING (pronounced Jee an Jing)

The two pressure points are located on the highest part of the shoulder on either side of the back of the neck. (Points B)

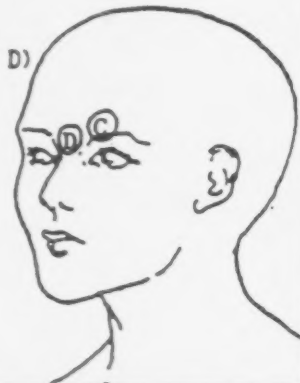


YANGBAI (pronounced yang buy)

The pressure point is located one inch above the center of the pupil of the eye. (Point C)

YINGTANG (pronounced yin tang)

The pressure point located at the edge of the brow between the eyebrows. (Point D)



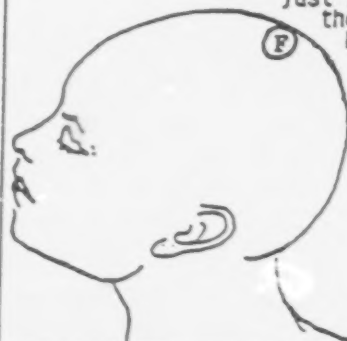
TAIYANG (pronounced te yang)

Find a point halfway between the outer corner of the eye and the outer end of the eyebrow. The finger should be on a ridge of bone. Move the finger about half an inch back towards the ear, and there will be a small depression. This is the pressure point. (Point E)



BAIHUI (pronounced bah way)

The pressure point is located along the midline of the skull just in the back of the top of the head. It is often referred to the "soft spot" (Point F)



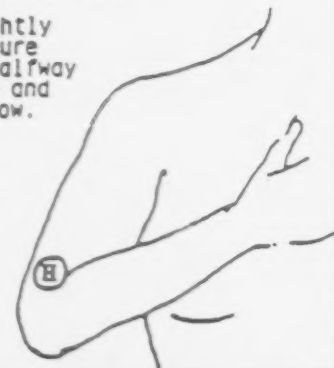
HEGU (pronounced ho koo)

Locate the pressure point by holding the thumb and index finger tightly together. The point is located where the web of flesh on the back of the hand bulges to its highest point. (Point G)



QUICHI (pronounced koo chee)

Hold the elbow tightly closed. The pressure point is located halfway between the crease and the top of the elbow. (Point H)



Note: For Fengchi, Jianjing, or Taiyang, both points must be pressed at the same time for best results.

After you have correctly located the pressure points or points, press firmly with an index finger. Slowly rotate the finger for 20 to 40 seconds. You should experience relief from your headache within a minute or so. Some headaches may require expert treatment. If you are treating your headaches yourself or with a friend and not getting relief, it's time to see your chiropractor or doctor.

5. Handout #13-2

This exercise will help students get a picture of their wellness in some of these areas. Have students color in the pictures. When they are finished, discuss the pictures with them. Some suggested questions:

- In what areas are you strong?
- In what areas are you weak?
- What do you need to do to improve?
- What did you think your picture would look like?
- What did you learn from this picture?

6. Review lesson.

7. Have students complete diet chart.

Let students know:

1. Too much junk food is not good for the body.
2. They should avoid foods with chemicals, preservatives, starch, alcohol, caffeine, sugar, fats, and salt.
3. White or bleached flour products have no vitamins in them because the vitamins have been bleached out. Encourage students to use whole wheat products when possible.
4. Vitamins and minerals are organized and help provide our bodies with vital nutrition substances, especially when one does not eat properly.

3. Activity: How's Your Diet?

To enable students to know if they're receiving a proper diet, have them complete **Handout #13-1**. Check with students after the third day to see how they did.

4. Mini-Lecture: Wholistic Balance
Wholistic Lecture

If one is experiencing stress, you need to look at all areas of your life to see what might be causing it. This includes the physical, mental, emotional, social and spiritual areas of one's life.

How one takes care of his/her body in terms of proper nutrition, exercise and rest will increase or decrease the amount of stress in his/her body. One's thoughts and feelings about him/herself, others and different events can increase or decrease the amount of mental and emotional stress. Last, from the spiritual perspective, not knowing one's purpose or meaning in life can cause stress.

The human being is composed of all five areas: physical/body, mental/mind, emotional/feelings, social, and spiritual. These areas are all interrelated. The disfunctioning of one may affect the functions of the others. For example, if someone is worried about something, his/her thinking may not be clear, and he/she may not want to be around people, either. On the other hand, when all parts are functioning well, this creates a total healthy well person. For example, if someone is clear about his/her purpose in life, continues to do things that would insure his/her health, loves to learn, enjoys being around people, and feels terrific about his/herself, the person has a good balance of all five parts.

The word "wholistic" comes from an appreciation of the whole person which is composed of these parts. Maintaining an equal balance in all five parts is the key to a healthy wellness life style.

IS YOUR LIFE BALANCED?

A Self Picture of Wellness

Directions: To see how well balanced your life is in the following areas, complete your picture of wellness. Read each of the questions below and score the items as follows:

Circle 1, 2, or 3 for your answers.

KEY: 1 = poor 2 = average 3 = excellent

Afterwards, color your diagram to see how your picture of wellness looks.

FEELINGS/EMOTIONAL

- A. How do you feel about yourself?
1 2 3
- B. How accepting of others are you? Can you respect people who have a different opinion than yours?
1 2 3
- C. Are you aware of how you feel most of the time?
1 2 3

BODY/PHYSICAL

- D. Are you aware of most of your body signs?
1 2 3
- E. Do you exercise daily?
1 2 3
- F. Do you eat nutritious meals and avoid junk food?
1 2 3

FRIENDS/SOCIAL

- G. Are you able to talk to people about your feelings?
1 2 3
- H. Do you make an effort towards making and keeping friends?
1 2 3
- I. Do you help in your neighborhood in your community?
1 2 3

HOW'S YOUR DIET?

In order to maintain a proper diet you need a certain Number of servings from the four food groups. In order to check your serving total, use the following food diary to record your eating habits for three days. At the end of the third day, evaluate what you need to do to maintain an ideal diet. Fill in servings from each food group you had during the day.

	Day #1	Day #2	Day #3	State
Vegetables and Fruit Need: 4 servings from combined group	Total needed from this group is 4.			3 Day Total
	Your total _____	Your total _____	Your total _____	<u>12</u> _____
Bread and Cereals Need: 4 servings	Total needed from this group is 4.			3 Day Total
	Your total _____	Your total _____	Your total _____	<u>12</u> _____
Milk, Cheese, Yogurt Need: 2 servings	Total needed from this group is 4.			3 Day Total
	Your total _____	Your total _____	Your total _____	<u>6</u> _____
Meat, Poultry, Fish, Eggs, Beans, Peas Need: 2 servings	Total needed from this group is 2.			3 Day Total
	Your total _____	Your total _____	Your total _____	<u>6</u> _____
Water: Need 8 glasses every day.	_____	_____	_____	3 Day Total
	Your total _____	Your total _____	Your total _____	<u>24</u> Your total

Improvements I need to make:

1. Vegetables and Fruit _____
2. Bread and Cereal _____
3. Milk, Cheese, Yogurt _____
4. Meat, Poultry, Fish _____
5. Water _____



Lesson #14

Goal Setting and Time Management

Term Definition:

Goal - Something that is desired.

Objectives:

1. To help students learn steps for goal setting.
2. To help students learn ways to manage their time.

Materials Needed:

Handout #14-1 - Goal Setting
Handout #14-2 - Do You Waste Time?
Handout #14-3 - Plan Your Week

Procedure:

Start by reviewing previous lesson and homework assignment.
State today's objective.

1. Discussion: Goal Setting

Ask students to define and give some examples. After they have brainstormed, share with them this definition. A goal is something you want and will work to get. Explain to students that people experience stress when they are unable to meet their desired goals. Goal failure is due to several factors: 1) setting unrealistic goals or not having a clear or specific goal; 2) not having a reasonable amount of time to achieve the goal; and 3) not having a specific action to accomplish a goal.

Directions: Go over seven requirements for a successful goal with students.

Seven Requirements for a Successful Goal

1. Achievable - it should be within your capacity.
2. Desirable - it should be something you want.
3. Measurable - it should be something you can complete by a certain time.
4. Controllable - it should be something that you can control.
5. Understandable - it should be something that is clear and simple for your understanding.
6. Believable - it should be something that you believe you can achieve.
7. Self-Growth - it should be something that will help you.

Directions: Go over Handout #14-1 with students.

SPIRITUAL

J. Do you seek out an understanding of what life means or its purpose for you?

1 2 3

K. Do you truly give of yourself to help others?

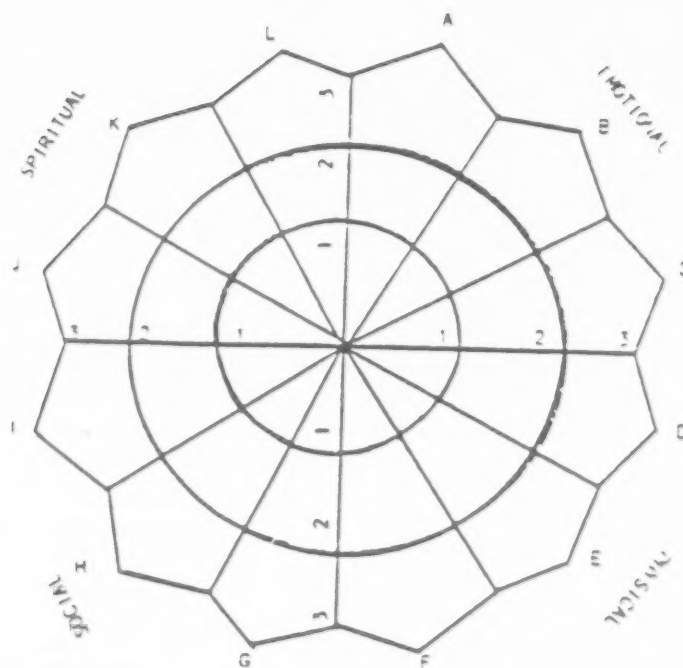
1 2 3

L. Do you spend some time with yourself?

1 2 3

Directions:

Using your answers to guide you, color a picture of your wellness. Use crayons or markers. Each numbered pie-shape part of the circle below goes to the numbered questions. If you answer #1 color in the first pie-shape segment of the inner circle. #2 color in the first and second pie-shape segments of the inner and middle circle, and for #3 color in the first, second and third pie-shaped segments of the inner, middle and outer circle.



Adapted with permission from "Self-Analysis Profile" by J. Hammond, R. Taylor and Pacificon Productions. California Department of Mental Health

GOAL SETTING

Many of your dreams and ideas about your future can become real through goal setting. Goal setting is the planning, step by step, of what you want to accomplish. For example, if your goal is to save money, then you may develop the following steps to help you reach this goal.

Step 1 Be more specific: State how much money you want to save.
GOAL: I want to save \$300 for a stereo.

Step 2 Things I must do:
First: Find a job (check newspapers and friends).
Time length: three months.
Second: Keep the job (show up regularly, call when late). Time length: three months.
Third: Put \$25 a week in the bank.
Time length: three months.

Step 3 List any obstacles - Unable to find the job of my choice
Counter plan: Take anything I can get.

Step 4 Deadline (This must be done by): five months.

Step 5 Rewards for achieving this goal. Treat myself to a new record album.

Step 6 Picture a mental image of the five (5) steps.

In the space below, state one of your goals and develop your action steps.

Step 1 Goal _____
Can this goal be more specific? _____

Step 2 Things I must do to accomplish this goal.
A. _____
B. _____
C. _____

Step 3 List Obstacles _____
Counter Plan _____

Step 4 Deadline (Date) _____

Step 5 Rewards _____

Step 6 Draw a picture of you achieving your goals.

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.



Goal Planning Exercise

- Step #1 State your goal clearly.
- Step #2 List thing(s) that you must do to accomplish this goal and list time line.
- Step #3 List any obstacles you might experience and state a counter plan for those obstacles.
- Step #4 List a reasonable deadline for accomplishing this goal.
- Step #5 State a self-reward for achieving this goal.

Short Visualization Exercise: Picture a mental image of how this will happen using five (5) steps. Close eyes and visualize yourself taking appropriate steps and accomplishing your goal.

Example: Hudson wants to save \$300 to buy a stereo system.

- Step #1 State your goal clearly.
Hudson wants to save \$300. Can this goal be more specific? No
- Step #2 Things to be done and time line.
First: Find a job. Time line: one month.
Second: Keep the job, show up, call when late and do a good job. Time line: three months.
Third: Put \$30 a week in the bank. Time line: every week.
- Step #3 List any obstacles.
Unable to find the job of my choice.
Counter Plan: Take anything I can get.
- Step #4 Deadline.
This must be done by five months from now.
- Step #5 Reward.
Treat myself to a new record album.

Directions: Have students complete Goal Setting Handout #14-1.

Activity: Time Management

Procedure: In order to help students know if they are using time efficiently or not, have them complete Handout #14-2, "Do You Waste Time?" Discuss with students afterwards identified problem areas, suggested plans to counter these areas, and support persons.

Last, go over Handout #14-3, "Plan Your Week." Have students brainstorm and list things they need to accomplish during the week and prioritize on handout.

PLAN YOUR WEEK

Directions: In the box below list your priorities for each day.

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
TOP PRIORITY (things I have to do today)							
MEDIUM PRIORITY (things I have to do soon)							
LOW PRIORITY (things that can wait)							

Evaluation: What did you get done?

SUN. _____

MON. _____

TUES. _____

WED. _____

THURS. _____

FRI. _____

SAT. _____

DO YOU WASTE TIME?

	Big Problem For Me	Often A Problem	Seldom A Problem
Planning			
1. No goals			
2. No daily plan			
3. No priorities			
4. Unfinished task			
5. No deadlines for goals			
6. Try to do too much			
7. Lack of motivation			
8. Unable to cope with changes			
9. Telephone interruptions			
10. Drop-in visitors			
11. Lack of self-discipline			
12. Too many interests			
13. Unable to say no			
14. Unable to take criticism			
15. Make snap decisions			
16. Don't care about wasting time			
17. Not practical about times estimates			

List Big Problem Areas Here:

Suggest Plan to deal with problem areas:

1.

2.

3.

State date you will begin.

1.

2.

3.

Name support person to help you.

1.

2.

3.

State reward to achieving this.

- Some people refer to affirmations as positive thinking.
- Thinking positively about yourself or a situation can reduce stress.
- The words and thoughts that run through our minds are very important.
- Affirmation can help replace negative thoughts we have and want to change.
- By using affirmations, you focus on what you want in your life, not what you don't want. For example, our thoughts can help us be successful or unsuccessful. For example, thoughts like "I can do it" or "I am going to make it" will help you be successful, and thoughts like "I can't do it" or "I'll never make it" will help you be unsuccessful.

Affirmations can be done silently, spoken aloud, written down, or sung as a song.

Important things to remember about making an affirmation are:

1. They should be in the present tense. Don't say "I will pass the test," but rather "I now have a fantastic score on this test."
2. They should be short and simple. "I have great abilities."
3. They should include feeling words. "I feel very happy being alive."

Affirmations work better when you:

1. use picture imagery or visualization with them;
2. experience the strong feeling sensation of accomplishing this affirmation often;
3. repeat the affirmation often; and
4. have symbols in your environment to remind you about affirmations (e.g. a sunshine face or smiley sticker, etc.)

Directions: Have students complete **Handout #15-2**. Have students read their affirmations to the group very expressively.

Follow-Up Activities:

1. Have students make up an affirmation song about themselves.
2. Have students put general affirmations on a piece of paper and pass them out to one another.
3. Have students think of stressful situations and write affirmations for them.
4. Have students put general affirmations on a piece of paper, stuff them inside a balloon and exchange in classroom or let them fly in the sky.

Lesson #15

Self-Talk and Affirmation

Term Definition:

Affirmation - positive statements about one's self.

Objectives:

1. To help students learn how to use self-talk to reduce stress.
2. To help students learn how to write affirmations.

Materials Needed:

Handout #15-1 - Self-Talk
Handout #15-2 - Affirmations

Resource: Creative Visualization by Shakti Gawain

Procedure: Review previous lesson and homework assignment and state today's objective.

1. Mini-Lecture: Self-Talk

Sometimes our first thoughts are fearful thoughts or worried thoughts. When we think these thoughts, first we usually experience unnecessary stress. Our thoughts start in the mind with a self-talk process. The self-talk process involves:

1. our thoughts (about the stressor).
2. our self-image (your capacity to handle it).
3. our performance (the outcome).

Self-talks are mini-conversations that we have in our mind continuously.

- Self-talks can help us go through a stressful situation in our minds with the expected outcome we want to achieve.
- Self-talks can also help us evaluate what we did wrong and what we should change in past stressful situations to produced the desired outcome we want.

2. To help students become familiar with their self-talk process, have them complete self-talk Handout #15-1. Discuss with them afterwards.

3. Mini-Lecture: Positive Thinking/Affirmation

- Start with a definition of the term affirmation.
- Affirmations are positive statements about one's self. To affirm means to "make firm."

SELF TALK

Directions: To help you be aware of your thoughts during stressful situations, complete the following self-talk exercises. This will help you become aware of your thoughts, feelings and body reactions. Read the two examples first.

1. One thing that caused me stress was: Mom refused to let me go out.
2. I felt these changes in my body: I got upset and had a headache.
3. My thoughts about the stressor were: She's so old-fashioned. I wish I could change her mind .
4. My actions were (What did you do?): I said something mean to her and walked out.
5. Later I felt: Sorry that we couldn't work it out better.
6. Next time I will improve by: Talking to Mom without yelling and attempting to work out a compromise.

Complete the following with your own examples.

1. One thing that caused me stress was: Having to speak in front of the class.
2. I felt these changes in my body: _____
3. My thoughts about the stressors were: _____
4. My actions were: _____
5. Later I felt: _____
6. Next time I will improve by: _____

Complete this one with your own example.

1. One thing that caused me stress was: _____
2. I felt these changes in my body: _____
3. My thoughts about the stressors were: _____
4. My actions were: _____
5. Later I felt: _____
6. Next time I will improve by _____

5. Have students post their affirmations on their desk or a bulletin board. Have students draw a picture of their affirmations and hang up in class or at home.

Lesson #16

Thoughts and Stress

Objective: To help students recognize how thoughts can create stress.

Materials: Handout #16-1 Sensible and Non-Sensible Thoughts

Procedure: Review previous lesson and homework and state today's objective.

1. Mini-Lecture:

Inform students that our thoughts can cause stress in our bodies. When one experiences a stressful situation, his/her reaction is negative or positive based on the thought process that took place in the mind. For example:

A. Stressor: Giving a speech

Negative Thoughts -- I'm not going to do a good job.
-- I know I will get nervous, and look like a fool.
-- Everyone will laugh at me.

Body Reactions -- Mouth gets dry, body perspires.
-- You forget parts of the speech and begin shaking.

B. Stressor: Giving a speech

Positive Thoughts -- I know I'm a little nervous, but I can handle this.
-- I will take a couple of deep breaths and start slowly.
-- I know I can do this.

Body Reactions -- The body perspires and your heart beats fast. The speech is delivered very well and you do a fine job.

Mini-Lecture Continues

- Explain to students that the mind programs the body's response to stress based on the thoughts.
- If the mind is receiving thoughts to panic, then it will signal the body to respond properly.
- It is very important to become aware of one's thought process during a stressful situation.
- One's thoughts can increase or decrease the stress level.
- Go over with students the different kinds of thoughts.

What are Affirmations? - They are positive thoughts about ourselves. These thoughts may be directly related to us or related to something we want to achieve. For example, "I am smart" or "I will get a job."

Who uses Affirmations? - Everyone from sports players and millionaires to teachers and teenagers.

How does it help? - By erasing our negative thoughts and replacing them with positive, self-affirming thoughts. It helps you to think positively and to say nice things to yourself.

How does it work? - One way is to start with "I am" or "I will" and attach a positive word. Or any positive thought will do. For best results, repeat often in the morning, during the day, and at night right before bed. Write your affirmations down on paper.

Example:

I am intelligent.
I am in control of my feelings.
I will find the right answer for me.
I am loving.
I am calm.
I am capable of finding the answer.

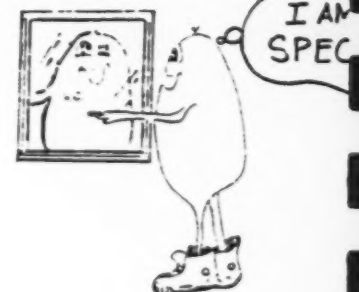
I will cooperate.
I will do better in math.
I am creative.
I will learn.
I will do my best.
I am learning something valuable in every situation.

Other Positive Thoughts

I am able to solve this problem.

Other Kinds of Affirmations

I know things will work out.
I discover the positive in every situation.
I love myself and others.



My positive thought or affirmation is:

1. _____
2. _____
3. _____

Have students close eyes and imagine having irrational thoughts and notice where they FEEL these kinds of thoughts inside their bodies. This can signal them when it is happening.

3. Rational thoughts or sensible thoughts

- These thoughts help to increase mental ability, improve relationships and reduce stress.
- These thoughts are based on reality, facts, and evidence.
- These thoughts help you decide what realistic choices you have.

For example, if a friend cancels a date with you, one's rational thoughts or sensible thoughts would be:

1. Too bad, maybe we can go another day.
2. Let me call another friend and see if she/he can go.
3. I'll change my plans to see what else I can do tonight.

Have students close eyes and imagine having irrational thoughts and notice where they FEEL these kinds of thoughts inside their bodies. This can be a signal for them when it is happening.

Mini-Lecture continued:

People do have a choice in what thoughts they are thinking. In order to be aware of the three kinds of thoughts, have students practice the following steps:

1. Examine carefully the kind of thoughts you are having.
2. Become aware of the kind of feelings these thoughts are producing, such as anger, fear and hurt.
- 3a. Examine what evidence or facts you have for these thoughts, and
- b. identify any non-sensible thoughts (irrational or rationalizations)
4. Make a decision to change this thought and replace it with a sensible or rational thought.

Follow-Up Activity and Discussion

Have students complete **Handout #16-1 "Sensible and Non-Sensible Thoughts."** Discuss with them afterwards.

- Deep breathing is important because the mind and body need enough oxygen to have positive thoughts and feelings. If breathing is short and irregular, it is easier to have negative thoughts and feelings and for them to get stuck inside.

DIFFERENT KINDS OF THOUGHTS

1. Irrational or non-sensible thoughts:

- These thoughts usually have no facts, evidence or truth.
- These thoughts usually make a person feel dumb, rejected, guilty or lonely.

Some examples of these thoughts are:

- "That would be awful if" or "What if this happens" (picture of a catastrophe).
- "I've got to," "I must" or "I should." Overly critical of self and others or blaming yourself or others.
- Perfect thinking - you've got to be perfect or you are a failure.
- Overgeneralizing something based on one single incident.
- Personalization of everyone's reactions to and about you.
- Helpless feeling of a victim of fate and out of control.

For example, if a friend cancels a date with you, one's non-sensible thoughts would be:

- a) He/she doesn't like me anymore, or
- b) She/he probably found someone else to go with him/her.

Have students close eyes and imagine having irrational thoughts and notice where they FEEL these kinds of thoughts inside their bodies. This can signal them when it is happening.

2. Rationalization

These thoughts lead to procrastination, avoidance, poor decision-making and denials. Some examples are:

- So what!
- Who cares!
- Big deal!
- Doesn't bother me anyway!

For example, if a friend cancels a date with you, one's rationalization thought would be:

- a) I didn't want to go anyway.
- b) No big deal to me if you can't go, or
- c) I really don't care about it.

Lesson #17

Self Concept and Stress

Objective: To help students understand how one's self-concept relates to stress.

Materials: Handout #17-1 - How Do You Feel About Yourself?

Resource: "One Hundred and One Ways to Increase Your Self-Concept" by Jack Canfield and Harold C. Wells.

Procedure: Briefly review previous lesson and homework and state today's objective.

1. Mini-Lecture:

The way you handle or mishandle stress has a lot to do with how you feel about yourself. If you feel good, confident and determined when you encounter a stressor or a challenge, most likely you will handle it well; but if you feel bad, inferior or helpless when you encounter a stressor or challenge, most likely you will mishandle/mismanage it because of a lack of confidence in your ability.

- Your positive self-image is based on the number of positive experiences you have and a negative self-image is based on negative experiences you have.
- It is important to know that our images (positive or negative) become a reality based on the thoughts and beliefs we keep in our minds about ourselves.
- Your thoughts about yourself (good or bad), along with your experiences (good or bad), determine your self-concept (good or bad).
- That's why it is very important to watch what we say to ourselves and what we think about ourselves.
- You act like the person you see yourself to be or how you see yourself is how you function.
- If you are not pleased with the way you act, then examine the kinds of thoughts and beliefs you have about yourself.
- If you desire change in your present behavior, then change the way you think about yourself. If your thoughts are negative, change them to positive.

Example #1: (Negative thoughts and beliefs). "I'll never win this class election because the other candidates are more qualified than I am."

Results: You lose the election and the negative thoughts are reinforced: "See, I knew I wouldn't win."

SENSIBLE OR NON-SENSIBLE THOUGHTS ?

NO ONE LIKES ME!



THEY WILL LAUGH AT ME!

Directions: To determine if your thoughts are sensible or non-sensible complete the exercise below. Focus on where your body tension is located.

1. Event: You notice a gift on the table for your brother or sister, but there isn't one for you.

Non-sensible thoughts:

1. _____
2. _____

Sensible thoughts:

1. _____
2. _____

Negative effect:

1. _____
2. _____

You make up an event. It may be real or unreal.

Event: You walk in a room full of people and some people in the crowd start laughing.

Event: _____

Non-sensible thoughts

1. _____
2. _____

Sensible thoughts

1. _____
2. _____

Negative effect

1. _____
2. _____

Non-sensible thoughts

1. _____
2. _____

Sensible thoughts

1. _____
2. _____

Negative effect

1. _____
2. _____

HOW DO YOU FEEL ABOUT YOURSELF?

Directions: The way you handle stress has a lot to do with how you feel about yourself. If you feel good about yourself, chances are you will handle stressful situations with confidence and a positive attitude. If you feel bad about yourself, chances are you will handle stressful situations with a bad attitude and very little confidence. Having a good self-concept can reduce stress in your life. To determine how you feel about yourself, complete this exercise.



Name 3 of your greatest accomplishments:

1. _____
2. _____
3. _____

Name 3 things you like about yourself:

1. _____
2. _____
3. _____

Name 3 things you don't like about yourself:

1. _____
2. _____
3. _____

Name 3 wishes or goals:

1. _____
2. _____
3. _____

Complete the following sentences:

1. My greatest dream for myself is _____
2. My greatest contribution to the world is/will be _____
3. One thing I will be remembered for is _____
4. One thing I do very well is _____
5. One reason I'll make it is _____
6. The person who has inspired me the most is _____
7. Nothing can keep me down from _____
8. One thing that is special about me is _____
9. One of the nicest things that was said about me is _____
10. I am the best because _____

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

Example #2: (Positive thoughts and beliefs). "I'll win this election because I am the best person for the job."

Results: You win the election and the positive thoughts are reinforced: "See, I knew I could win."

Another way to practice this is through the use of affirmations and visualization.

2. Have students complete Handout #17-1 - How Do You Feel About Yourself?

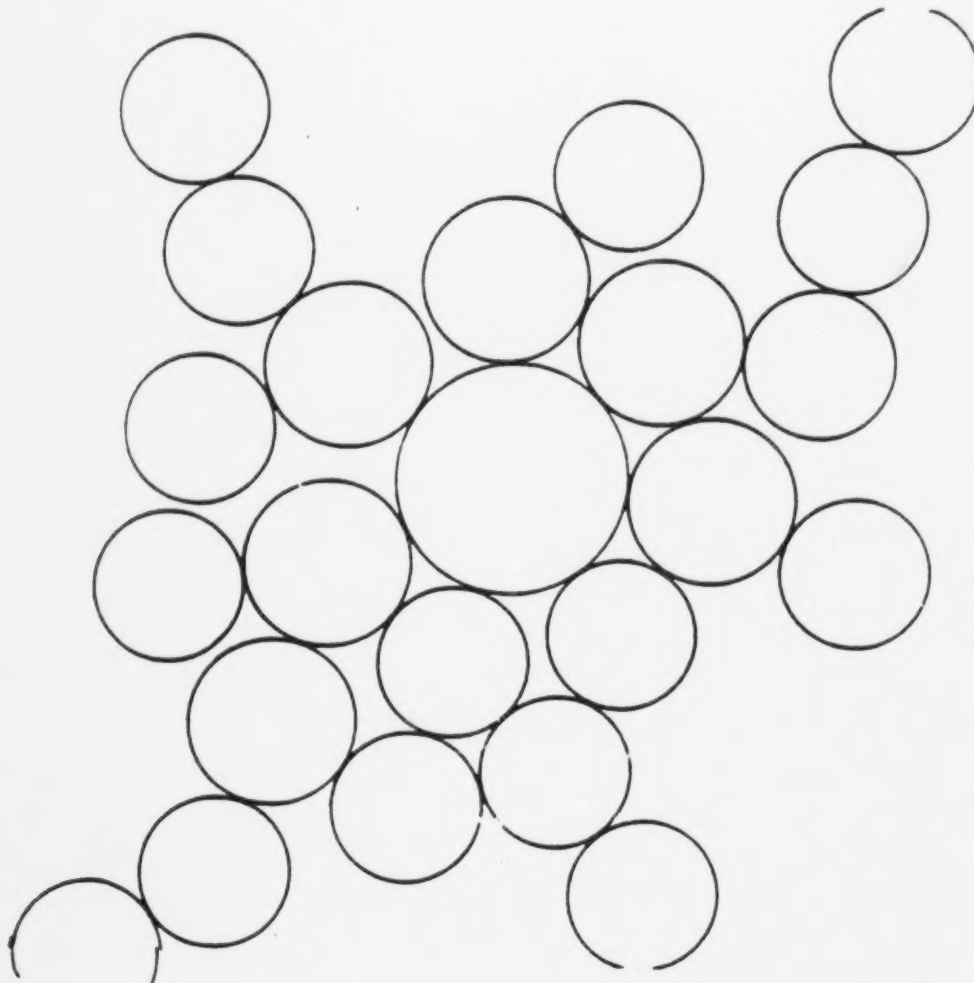
Suggested Follow-Up Activities

3. Review
4. Homework: Ask students to talk with parents about accomplishments that have made them (parents) feel good.

MY SUPPORT GROUP

Directions:

- 1) Write your name in the large circle in the center below.
- 2) In the other circles, write the names of people who make up your support group (present and past).
- 3) Also, in the circles with the other names, write the characteristic(s) that you like about that person. For example: Jim (humor) or Sandy (warm).
- 4) Lastly, think about the last time you let them know in some way that they are important to you.



Adapted by Jennie Trotter from Friends Can Be Good Medicine. California Department of Mental Health

Lesson #18

Support Person

Objective: To help students identify people they trust.

Materials Needed:

Handout #18-1 - My Support Group
Handout #18-2 - Who Would You Tell?

Resource: Friends Can Be Good Medicine by the California Department of Mental Health.

Procedure: Briefly review previous lesson and homework and state today's objective.

1. Mini-Lecture: Social Support

Social Support is a term used to describe good or positive interaction among people. It is very important to talk to someone when you get angry, depressed, worried, hurt, anxious, and scared.

People who help us when we are in need are called support people.

Support people are people whom we respect, admire, trust, like, care about, and call on when we need help. Researchers have documented that having a good friend or support person can enable you to have a happier life.

- People who do not have close personal relationships have three times the risk of dying earlier (House, 1981).
- Terminal cancer strikes isolated people more often than it does those who are connected to others (Levine, 1972).

2. Have a short discussion about the qualities of a good friend.

- a. What does your friendship mean?
- b. How do you determine who your friends are?
- c. What are some qualities of a good friends?
- d. What factors make a friendship last or end?
- e. How long do friendships last?
- f. What are the different kinds of friendships -- with parents, relatives, children, and teachers.

3. To help students identify who their support persons are, have them complete handouts. Discuss with students afterwards.

4. Ask students to share through writing or oral discussion to whom they have been a support person and helped. Encourage them by telling them the good feelings we have about ourselves increase when we help others.

Lesson #19

Biofeedback

Concept: To help students learn about biofeedback.

Resources Needed: Biodots from Biodots International, Inc. Post Office Box 2246
Indianapolis, Indiana 46206
Cost: \$10.00 for one hundred (100)
Phone: (317) 637-5776

Procedure:

This is a fun activity that will help your students understand the concept of biofeedback.

- 1) Start by asking students if they would like to know when their bodies are relaxed or tensed.
- 2) Tell them some people use big machines to help tell if their bodies are relaxed or tensed.
- 3) These machines are called biofeedback machines. Define the word biofeedback. Biofeedback is a method used to tell if our bodies are relaxed or tensed. Since these machines are very expensive and big, people usually go to hospitals and clinics to use them. Biofeedback equipment and techniques serves us like a mirror of what is going on inside our bodies, minds and feelings.
- 4) Another way one can tell if his/her body is tensed or relaxed is through the use of biodots. Biodots are little dots that take our body temperatures. Ask students if they have ever had their temperatures taken before and when. Ask them what a high temperature means.
- 5) The temperature reading of a biodot tells you if you are relaxed or tensed.
- 6) Go over information materials received from Biodot International, Inc. This includes a complete lesson on biofeedback.
- 7) Do a relaxation exercise with students to see if their biodots will change colors to tell if they are relaxed or tensed. Inform students that this exercise will tell whether or not they are truly practicing the relaxation method. Have students practice deep breathing techniques and repeat relaxing phrases such as - I am calm, I am relaxed or I am peaceful.

Suggested Follow-Up Activity:

1. Have students record their temperatures.
2. Have students use the library to look for information on biofeedback.

WHO WOULD YOU TELL?

Handout #18-2

It is important to have someone to talk to when you are feeling upset, angry, scared or nervous. A support person is one who helps or supports you when you are feeling low or unhappy. Everyone should have at least one support person with whom they can talk when things get rough.



Directions: To find out who your support person is, place the name of the persons and their relationships to you on the lines below. Answer the questions of whom you would tell if this event, problem, need or feeling happened to you.

For example: If you got caught cheating on a test, who would you tell? Parents? Friend? Relative? Minister? Counselor?

Who would you tell if . . .	NAME	RELATIONSHIP
1. You were failing school?	_____	_____
2. You made a big mistake?	_____	_____
3. You didn't get promoted?	_____	_____
4. You felt lonely or depressed?	_____	_____
5. You were very ill?	_____	_____
6. You were involved in sexual intercourse?	_____	_____
7. You were quitting school?	_____	_____
8. You were involved in drugs/alcohol?	_____	_____
9. Your parents were alcoholics?	_____	_____
10. Your parents were in jail?	_____	_____
11. Your parents fought a lot?	_____	_____
12. You wanted to commit suicide?	_____	_____
13. You were raped?	_____	_____
14. You were involved in a crime?	_____	_____
15. You thought you were homosexual?	_____	_____
16. You had financial problems?	_____	_____
17. Someone had abused you?	_____	_____
18. You witnessed a crime?	_____	_____
19. You were dating a person from a different race?	_____	_____

Fill in the names of your support persons below based on this exercise:

My support persons are:

1. _____
2. _____
3. _____

Adapted by Jennie Trotter from Friends Can Be Good Medicine. California Department of Mental Health.

Lesson #20

Stress Control and Evaluation

Term Definition: Contract is an agreement.

Objective: The student will complete a contract.

Materials Needed:

Handout #20-1 - Stress Quiz
Handout #20-2 - Stress Control Contract
Handout #20-3 - Student Evaluation
Handout #20-4 - Word Hunt

Procedure: State today's objectives.

1. Discussion: Stress Management Skills

Briefly do a general overview with students on various techniques and strategies for coping with stress. Review may include breathing, visualization, self-talk, affirmation, relaxation, anger releases, positive communication, problem solving, conflict resolution, yoga, accupressure, massage, diet, time management and other general coping skills.

2. Activity: Have students complete side "B" of the Stress Quiz and compare their answers afterwards.

Stress Quiz Answers: 1. False 2. False 3. True 4. False
5. True 6. True 7. False 8. False
9. True 10. True 11. True 12. True

3. Mini-Lecture: Stress Control Contract

Start by asking students to define the word contract. Afterwards, define contract as an agreement to do something. Contracts can help people change certain behaviors. Contracts can be used as a commitment to achieve a certain goal. Inform students that since stress is inevitable and will be with them the rest of their lives, it is very important that they use the stress coping skills daily to reduce stress in their lives.

4. Activity: In order to help them reduce stress in their lives, ask students to complete Handout #20-1 Stress Control Contract. Go over contract with students. NOTE: This contract should only be completed voluntarily by students. No student should be forced to complete one.

After contracts are completed, review them then have students find someone in the classroom or at home to witness them.

5. Student Evaluation: For your feedback on improving this mini-course on stress, have students complete the evaluation. Discuss with them briefly. Use evaluation to make improvements in your next mini-course.

3. Show students pictures of a biofeedback machine. If possible, arrange to have a professional bring in and demonstrate the use of this machine.
4. Have students write stories about their experiences wearing the biodot, telling about times they were tensed and relaxed. What were they doing? What did they do to change it back and forth?
5. Show the students a video on biofeedback information.

STRESS CONTROL CONTRACT

A. Name several ways/methods which you will use to control stress.

1. _____
2. _____
3. _____

B. If you are not already using these stress control ways/methods, state time and date that you will begin using these methods.

1. Date _____ Time _____
2. Date _____ Time _____
3. Date _____ Time _____

C. Name sources of support (who will help you with this plan).

1. _____
2. _____
3. _____

D. Identify any barriers that might stop you from following through on this contract.

1. _____
2. _____

E. List possible ways to handle barriers.

1. _____
2. _____

F. Name consequence(s) for not completing this plan. _____

G. Name your reward for completing this plan. _____

H. I commit myself to this plan on _____

Date

Signature

Date

Witness

STRESS QUIZ

Activity: Test yourself before you begin this workbook on how much you know about stress. After you have completed this workshop test yourself again and put the answers on the second part (A). Then compare your answers and see how much you have learned.

Directions: Write true (t) or false (f) in the space for each question.

<u>Before</u> (B)		<u>After</u> (A)
_____	1) Stress is something that happens more to older people.	_____
_____	2) The only people who don't have stress are babies and young children	_____
_____	3) Your personality can cause you stress.	_____
_____	4) Most people who have heart attacks suffer very little from stress.	_____
_____	5) Not having enough stress in your life can cause you problems.	_____
_____	6) Stress can be good for you.	_____
_____	7) Stress has very little to do with your diet.	_____
_____	8) You would be better off if you have no success in your life.	_____
_____	9) You can't avoid stress.	_____
_____	10) Too much stress can make you sick.	_____
_____	11) You can experience stress while you sleep.	_____
_____	12) Your thoughts can cause you stress.	_____
_____	13) Only adults can learn to handle stress.	_____
_____	14) Stress signs show on the outside of the body.	_____
_____	15) When you go on a vacation, you don't have stress.	_____
_____	16) People who have a lot of money don't have stress.	_____

WORD HUNT

S	M	S	T	E	E	M	K
N	S	S	A	D	R	F	A
O	T	E	R	E	Y	A	C
I	D	T	R	I	H	N	B
T	C	N	L	T	S	T	D
A	A	O	O	R	S	A	E
M	U	I	O	O	E	S	E
R	S	T	C	P	L	Y	F
I	E	A	T	P	F	G	P
F	S	X	U	U	F	V	I
F	S	A	D	S	O	I	B
A	N	L	X	L	B	D	I
B	R	E	A	T	H	E	F
R	B	R	E	S	T	D	K

Find these words:

Causes of stress

Relaxation

Anger

Biofeedback

Guided Fantasy

Cool out

Sad

Rest

Shy

Breathe

Self esteem

Date: _____

STUDENT EVALUATION

Directions: Please let your instructor know what you thought about this course. Answer questions A, B, C, or D, based on the following key.

Circle your answers: A = Excellent B = Good C = Fair D = Poor

1. How would you rate your understanding about stress before this course?

A B C D

2. How would you rate your understanding about stress after this course?

A B C D

3. How would you rate this course on stress?

A B C D

4. How would you rate the handout exercises and activities?

A B C D

5. How strong is your commitment to reduce stress in your life?

A B C D

6. Name one thing that you liked about this course. _____

7. Name one thing that you didn't liked about this course. _____

8. Name some ways to improve this course. _____

6. Would your recommend this course to a friend?

Yes _____ No _____ Not Sure _____

7. Other comments you might like to make about this course.

Resource Information

**Stress and Children
Readings, Tapes and Visual Resources**

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- Vitale, B. Unicorns Are Real. California Jalmar Press, 1982, (see Fugitt).

TAPES

Conscious Living Foundation
P.O. Box 9, Drain, Or. 97435 (children and adult relaxation tapes)

Institute of Human Development
P.O. Box 1616, Ojai, CA 92023 (805-646-4350)

Learning Tree Publishing The Centering Tapes
7108 South Alton Way, P.O. Box 4116, Englewood, Colorado 80155

QR Publication, 119 Forest Drive, Wilbersfield, Connecticut 06109
Kiddie QR tapes and QR for adolescents

Soundworks Inc., 911 North Fillmore St., Arlington, VA 22201
800-422-0111. (children and adults relaxation tapes)

Superlearning Music The Relaxation Response
858 Eglinton Ave., W. Toronto, Ont. M6C2B6, Suite 108
(416) 789-7261.

Wholistic Stress Control Institute
P.O. Box 42481; Atlanta, Georgia 30331-0481
(Video and audio tapes on stress reduction in the classroom,
relaxation exercise, songs and rap music).

Visual Aids Resources

- 1) Adam J. Understanding Stress. Slide-tape presentation available from the Director of Media, Greater Southeast Community Hospital 1310 Southern Avenue, S.E., Washington, D.C.
- 2) The Stress Connection Slide and Tape Show SC039 The National 4-H Council. 7000 Connecticut Avenue. Chevy Chase, Maryland 20815.
- 3) Guidance Associates. The Center for Humanities. Slide and Tape: Keeping Cool: How to Deal with Stress Communications Park, Box 3000, Mount Kisco, New York 10549.
- 4) Biofeedback Dots. Bidot International, Inc., P.O. Box 29099, Indianapolis, Indiana 46229.
- 5) Social Studies School Service, 10,000 Culver Boulevard, Dept. 55, P.O. Box 802, Culver City, California 90232-0802.

ALBUMS AND TAPES RESOURCES

1. CONSCIOUS LIVING FOUNDATION
P.O. Box 9
Drain, OR 97433
2. ESPECIALLY FOR CHILDREN INSTITUTE OF HUMAN DEVELOPMENT
P.O. Box 1616
Ojai, CA 93023
3. EDUCATIONAL RECORD CENTER, INC.
Building 400/Suite 400
1575 Northside Drive, NW
Atlanta, Georgia 30318-4298
1-800-438-1637
H & P Palmer's Records and Cassettes
4. DR. DON DINKMEYER, SR.,
C.M.T.I. Press, Inc.
Box 8268
Coral Springs, FL 33075
5. DR. MARY HARRIS, ...QUIET TIME RELAXATION TAPES
541 Collier Ridge Drive, NW
Atlanta, GA. 30318
6. QR PUBLICATION...KIDDIE QR TAPES AND QR FOR ADOLESCENTS
119 Forest Drive
Wibersfield, CT 06109
7. SOUNDWORKS, INC.
911 North Fillmore Street
Arlington, V A 22201
1-800-422-0111
8. SLUMBERLAND BY STEVE BERGMAN
P.O. Box 4577
Carmel, CA 93921
9. SUPERLEARNING, INC.... MUSIC FOR LEARNING
450 Seventh Avenue
New York, NY 10123
10. WHOLISTIC STRESS CONTROL INSTITUTE, INC.
P.O. Box 42481
Atlanta, GA. 30311
11. LEARNING TREE PUBLISHING... THE CENTERING TAPES
7108 South Alton Way; P.O. Box 4116
Englewood, Colorado 80155



WHOLISTIC STRESS CONTROL INSTITUTE, INC.

ORDER FORM

Title No.

WORKBOOKS, TAPES AND VIDEOS MATERIALS

1) Stress Control Teaching Curriculum

This curriculum includes 20 lessons with worksheets and handouts to instruct a course on stress reduction with students. The curriculum also includes a bibliography and resource list. There are two (2) curricula: Grades K-5 and Grades 6-12.

Cost \$ 25 each.

2) Stress Control Workbook

This workbook contains information about stress and coping skills for stress reduction. Workbook is complete with practice exercise and worksheets for youth to follow. Grade levels 3-5 and 6-12.

Cost \$ 10 each

3) Stress Control Curriculum and Workbook

Special Population: Troubled Youth

This curriculum has been especially developed for troubled youth. The material is written on a fourth grade level and has been tested in a juvenile detention center with youth (8-18). The curriculum includes 18 lessons on stress education and lesson handouts. The youth workbook may be purchased separately for individual work with troubled youth.

Cost Curriculum \$ 25 each
Youth Workbook \$ 10 each

4) How to Get Anger Out

This book talks about anger and ways to let it out without being destructive or harmful to others.

128

Cost \$ 3 BEST COPY AVAILABLE

How To Get Anger Out T-Shirt

T-shirt has cartoon characters to demonstrate twelve (12) ways to get anger out. T-shirt comes in various colors such as: red, yellow and blue. The sizes are small, medium, large, and extra large.

Cost \$ 8

5) Relaxation Tapes

Children Tape

Side 1: Relaxation tapes for children and adults on deep breathing, progressive muscle relaxation and visual imagery including a trip to the beach and woods.

Side 2: The "Stress Rap" song which summaries a variety of ways to handle stress in a popular rap song.

Adult Tape

Side 1: Relaxation exercises for adult.

Side 2: Has includes a seminar on Stress and Children.

Cost \$ 8 each

6) Educational Training Videos

- a. Project Stress Control - A 13 minutes video that give an overview of an exemplary awarded prevention model program used in an educational setting for grades K-7 to reduce stress, violence and suspension rates for students.
- b. Teacher Training - An 8 minutes video that introduces the teacher training components of Project Stress Control. The teacher training consist of staff development course which teaches stress management skills, conflict resolution, anger management, learning and teaching styles for students and teachers.

Both videos are on 1 tape and sells for \$ 20.00

VIDEO MATERIALS

PART I This video shows classroom demonstration of teaching
VOL I breathing, relaxation, yoga, ty-chi, massage,
pressure points, anger release and biofeedback to
elementary students. Grade Level: K-5.

Cost: \$ 39.95

Time - 1 Hour

Cost: \$ 39.95

This video uses cartoon characters S.M. - "Stress Mess" and S.C. "Stress Control" to teach students about how to cope with stress. Dialogue is in a "rap song". Good for all ages.

Cost: \$ 25.00

A story about how a troubled male youth handles stressful problems with his girlfriend, family and school after returning from a youth detention center to his home community.

Cost: \$ 29.95

This video introduces the alphabets of feelings A-Z that can cause changes or stress in the body. Suggested for primary ages (3-5).

Cost: \$ 25.00

Wholistic Stress Control Institute, Inc.
P.O. Box 42481
3480 Greenbriar Parkway, Suite 310-B
Atlanta, Georgia 30331
Telephone: (404) 344-2021

